HEADMASTER'S OFFICE
PHILLIPS ACADEMY
ANDOVER, MASS. 01810

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CATALOGUE

PHILLIPS ACADEMY

Andover, Massachusetts

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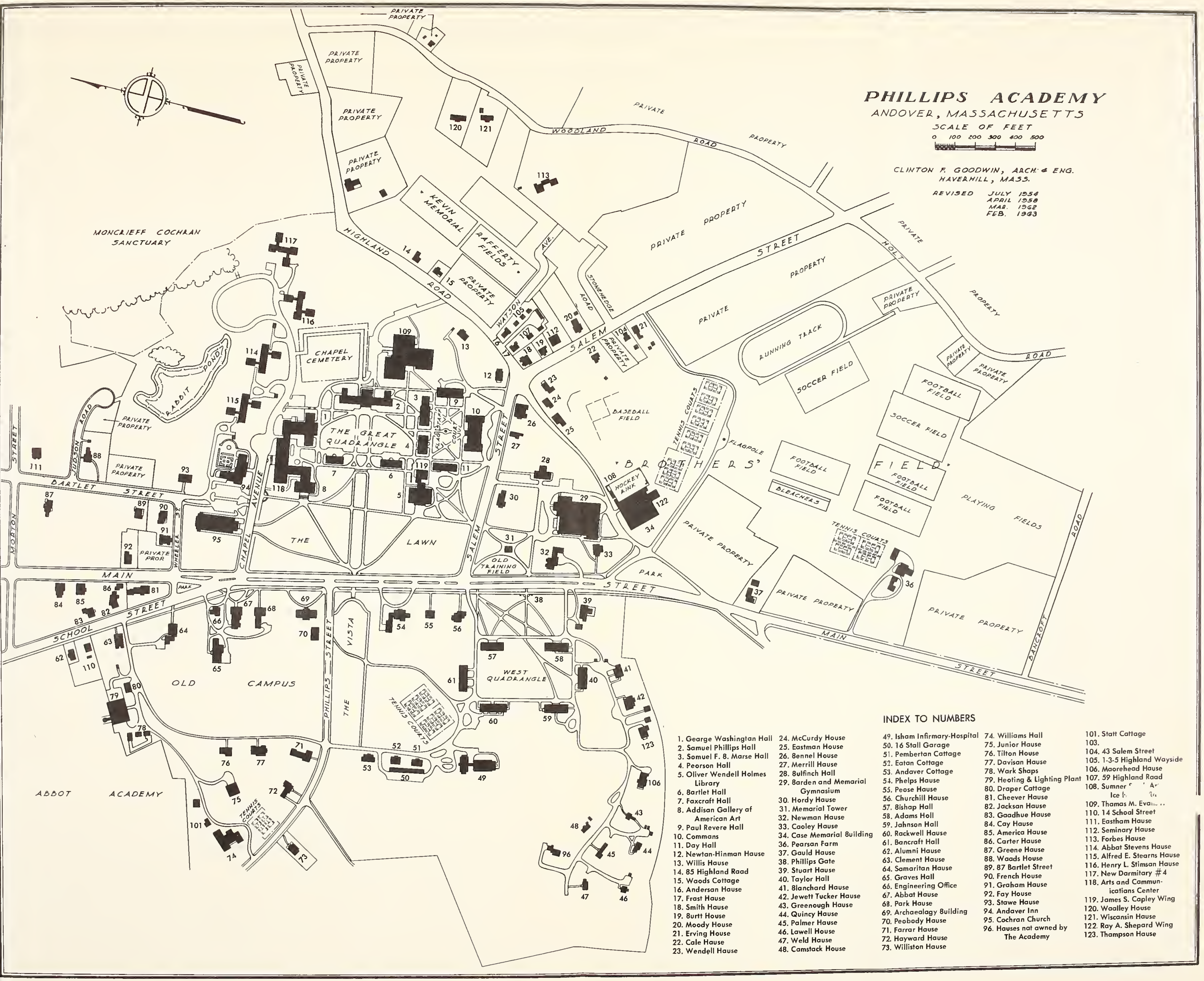
1966

ONE HUNDRED EIGHTY-EIGHTH YEAR

Published by Phillips Academy, Andover, Massachusetts


PRIVATE PROPERTY
WOODLAND ROAD
HIGHLAND ROAD
KEVIN MEMORIAL
RAFFERTY FIELDS
WATSON AVE.
STONEHEDGE ROAD
SALEM STREET
HOLT ROAD
MONCRIEFF COCHRAN SANCTUARY
RABBIT POND
CHAPEL CEMETERY
THE GREAT QUADRANGLE
FLAGSTAFF COURT
BASEBALL FIELD
TENNIS COURTS
FLAGPOLE
'BROTHERS' FIELD'
HOCKEY RINK
RUNNING TRACK
SOCCER FIELD
FOOTBALL FIELD
BLEACHERS
PLAYING FIELDS
BANCROFT ROAD
JUDSON ROAD
MORTON STREET
BARTLET STREET
CHAPEL AVENUE
WHEELER ST.
PRIVATE PROP.
THE LAWN
OLD TRAINING FIELD
PARK
MAIN STREET
SCHOOL STREET
PHILLIPS STREET
THE VISTA
WEST QUADRANGLE
OLD CAMPUS
ABBOT ACADEMY
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PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

SCALE OF FEET

0 100 200 300 400 500

CLINTON F. GOODWIN, ARCH. & ENG.
HAVERHILL, MASS.

REVISED JULY 1954
APRIL 1958
MAR. 1962
FEB. 1963

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1. George Washington Hall
2. Samuel Phillips Hall
3. Samuel F. B. Morse Hall
4. Pearson Hall
5. Oliver Wendell Holmes Library
6. Bartlet Hall
7. Foxcroft Hall
8. Addison Gallery of American Art
9. Paul Revere Hall
10. Commons
11. Day Hall
12. Newton-Hinman House
13. Willis House
14. 85 Highland Road
15. Woods Cottage
16. Anderson House
17. Frost House
18. Smith House
19. Burtt House
20. Moody House
21. Erving House
22. Cole House
23. Wendell House
24. McCurdy House
25. Eastman House
26. Bennet House
27. Merrill House
28. Bulfinch Hall
29. Borden and Memorial Gymnasium
30. Hardy House
31. Memorial Tower
32. Newman House
33. Cooley House
34. Case Memorial Building
36. Pearson Farm
37. Gould House
38. Phillips Gate
39. Stuart House
40. Taylor Hall
41. Blanchard House
42. Jewett Tucker House
43. Greenough House
44. Quincy House
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46. Lowell House
47. Weld House
48. Comstock House
49. Isham Infirmary-Hospital
50. 16 Stall Garage
51. Pemberton Cottage
52. Eaton Cottage
53. Andover Cottage
54. Phelps House
55. Pease House
56. Churchill House
57. Bishop Hall
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59. Johnson Hall
60. Rockwell House
61. Bancroft Hall
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66. Engineering Office
67. Abbot House
68. Park House
69. Archaeology Building
70. Peabody House
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75. Junior House
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88. Woods House
89. 87 Bartlet Street
90. French House
91. Graham House
92. Fay House
93. Stowe House
94. Andover Inn
95. Cochran Church
96. Houses not owned by The Academy
101. Stott Cottage
103.
104. 43 Salem Street
105. 1-3-5 Highland Wayside
106. Moorehead House
107. 59 Highland Road
108. Sumner [illegible] Ice [illegible]
109. Thomas M. Eva[illegible]
110. 14 School Street
111. Eastham House
112. Seminary House
113. Forbes House
114. Abbot Stevens House
115. Alfred E. Stearns House
116. Henry L. Stimson House
117. New Dormitory #4
118. Arts and Communications Center
119. James S. Copley Wing
120. Woolley House
121. Wisconsin House
122. Ray A. Shepard Wing
123. Thompson House

CATALOGUE

PHILLIPS ACADEMY

Andover, Massachusetts

1966

ONE HUNDRED EIGHTY-EIGHTH YEAR

Published by Phillips Academy, Andover, Massachusetts

1965

SEPTEMBER

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CALENDAR

SCHOOL YEAR 1965-1966

Fall term begins	Friday, September 17, 1965
Mid-term Rating	Wednesday, October 27
Long Thanksgiving weekend	Wednesday, November 24, to 5:00 p.m. on Sunday, November 28
Fall term ends	Thursday, December 16

CHRISTMAS RECESS—19 days

Winter term begins	8:00 p.m., Tuesday, January 4, 1966
Long weekend	Friday-Sunday, February 11-13
Winter term ends	Thursday, March 10

SPRING RECESS—19 days

Spring term begins	8:00 p.m., Tuesday, March 29
Long weekend	Friday-Sunday, May 13-15
Examinations end	Thursday, June 9
Commencement	Friday, June 10

SUMMER SESSION—1966

Summer session begins	Wednesday, June 29
Summer session ends	Thursday, August 11

SCHOOL YEAR—1966-1967

Fall term begins	Friday, September 16, 1966
Fall term ends	Thursday, December 15

CHRISTMAS RECESS—20 days

Winter term begins	8:00 p.m., Wednesday, January 4, 1967
Winter term ends	Thursday, March 16

SPRING RECESS—19 days

Spring term begins	8:00 p.m., Tuesday, April 4
Examinations end	Thursday, June 8
Commencement	Friday, June 9

SUMMER SESSION—1967

Summer session begins	Wednesday, June 28
Summer session ends	Thursday, August 10

PURPOSE OF PHILLIPS ACADEMY

THE PURPOSE of Phillips Academy is to teach "the great end and real business of living." According to its Constitution, signed in 1778, "It is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is both weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character and lay the surest foundation of usefulness to mankind." Adapted to conditions of modern life, the aim of the Academy remains the same: so to intensify and broaden the capacities of its students that they may enter the larger world with trained minds and with a deepened sense of their responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students curiosity about things of the mind, to induce in them a desire to educate themselves. It attempts to foster the development of discriminating judgment and independence of thought. It tries to cultivate the imagination and emotions of its boys.

By long tradition Andover believes in education that makes boys resourceful and independent. Andover believes in the value of student representation from all parts of the country and of the world, and from all walks of life. To its boys it offers an intellectual and moral discipline, as well as friendly encouragement and sympathy, the best incentives to accomplishment.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed directly to the development of thousands of men, and indirectly to numberless aspects of our national life. Thankful for its history, Andover focuses on the present and on the future. In training American boys for service and leadership it seeks to preserve a flexible spirit that will test and try the new while treasuring the riches of the past.

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778–1786
EBENEZER PEMBERTON, LL.D.	1786–1793
MARK NEWMAN, A.M.	1794–1809
JOHN ADAMS, LL.D.	1810–1833
OSGOOD JOHNSON, A.M.	1833–1837
SAMUEL H. TAYLOR, LL.D.	1837–1871
FREDERIC W. TILTON, A.M.	1871–1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873–1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903–1933
CLAUDE M. FUESS, Ph.D., L.H.D., LL.D.	1933–1948
JOHN M. KEMPER, A.M., L.H.D., Litt.D., LL.D.	1948–

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth,* have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living.*
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

> This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.
>
> And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second,* instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third,* practical Geometry, Logic, and Geography; and the *fourth,* such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history commenced in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and the Andover Summer Session (1942) and the Andover Evening Study Program (1935) began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. Since then, substantial advances have been made in three areas: curriculum, admissions policy, and the physical plant and resources.

The curriculum has been revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College,* was completed. It has resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Concerning admissions, the decision was made in the late fifties to admit each year the best 250 candidates regardless of their ability to pay tuition. The effect of this decision has been to broaden still further the school's basic policy, in the words of its Constitution, "to be ever equally open to youth of requisite qualifications from every quarter."

In the third area, physical plant and resources, several changes are notable. The endowment has grown from eleven to twenty-eight million dollars. Meantime the enrollment has increased from 725 to 858.

During the years 1959-61 The Andover Program, a major capital gift drive carried out by alumni and parents, succeeded in raising $6,750,000 for new facilities. With these funds the Academy has built four new dormitories, two new faculty houses, a new science building, an Arts and Communications Center with extensive audio-visual equipment and studio space, an enlargement of the auditorium stage and an experimental drama lab, a wing on the Library, several new athletic fields, a roof for the hockey rink, and other athletic facilities; existing buildings have been remodeled for more classrooms and for sudent and faculty housing.

TRUSTEES

HENRY WISE HOBSON '10, D.D., LL.D., *President* *Elected 1937, President since 1947*	Cincinnati, Ohio
JOHN MASON KEMPER, A.M., L.H.D., LITT.D., LL.D., *Clerk* *Elected 1948*	Andover
JOHN PETERS STEVENS, JR. '15, A.B., *Treasurer* *Elected 1948, Treasurer since 1963*	Plainfield, N. J.
JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D., D.SC., LL.D. *Elected 1942*	Williamstown
CHARLES STAFFORD GAGE '21, A.M. *Elected 1952*	New Haven, Conn.
BROMWELL AULT '18, S.B. *Elected 1953*	New York, N. Y.
FREDERICK GOODRICH CRANE '15, A.B. *Elected 1957*	Dalton
DONALD HOLMAN McLEAN, JR. '28, LL.B. *Elected 1958*	Brookline
JOHN USHER MONRO '30, A.B. *Elected 1958*	Cambridge
THOMAS LEE PERKINS '24, LL.B. *Elected 1959*	Rye, N. Y.
ROBERT LIVINGSTON IRELAND III '38, A.B. *Elected 1960*	New York, N. Y.
WILBUR JOSEPH BENDER '37HF, A.M., LL.D. *Elected 1963*	Cambridge
STEPHEN YOUNG HORD '17, A.B. *Elected 1963*	Lake Forest, Ill.

ALUMNI TRUSTEES

GEORGE HERBERT WALKER BUSH '42, A.B. *Elected 1963 for three years*	Houston, Tex.
FRANK PRAY FOSTER '25, M.D. *Elected 1964 for three years*	West Newton
LOUIS FREDERICK POLK, JR. '49, M.B.A. *Elected 1965 for three years*	Wayzata, Minn.
GILBERT HENRY HOOD, JR. '16, M.B.A. *Ex Officio for one year as President of the Alumni Association*	Winchester

TRUSTEES EMERITI

CHAUNCEY BREWSTER GARVER '04, LL.B. *1947-1960*	New York, N. Y.
SUMNER SMITH '08, A.B. *1956-1960*	Lincoln

FACULTY

John Mason Kemper, A.M., L.H.D., Litt.D., LL.D. *Headmaster*	Elected 1948

George Franklin French, A.M. *Instructor in French, Emeritus*	Andover 1907-1944
Lester Edward Lynde, A.M. *Dean, Emeritus*	Andover 1901-1944
Oswald Tower, A.B. *Dean and Instructor in Mathematics, Emeritus*	Andover 1910-1949
Alice Thacher Whitney *Recorder, Emerita*	Andover 1902-1950
Lester Charles Newton, A.M. *Instructor in French and German, Emeritus*	Andover 1918-1952
Henry Preston Kelley, A.M. *Instructor in Spanish, Emeritus*	Pepperell 1918-28, 1935-52
Montville Ellsworth Peck *Instructor in Physical Education, Emeritus*	North Bridgton, Me. 1916-1955
Guy Johnson Forbush, A.B. *Instructor in French, Emeritus*	Andover 1917-1920, 1924-1955
Arthur Burr Darling, Ph.D. *Instructor in History, Emeritus*	Washington, D. C. 1917-1918, 1933-1958
Douglas Mansor Dunbar, A.M. *Instructor in Mathematics, German, and Bible, Emeritus*	Andover 1942-1958
M. Lawrence Shields, A.B. *Instructor in Biology and Secretary of the Academy, Emeritus*	Marblehead 1923-1960
Roscoe Edwin Everett Dake, S.B. *Instructor in Chemistry, Emeritus*	Andover 1921-1961
John Kingsbury Colby, A.M. *Instructor in Latin, Emeritus*	North Andover 1940-1962
Miles Sturdivant Malone, Ph.D. *Instructor in History, Emeritus*	Daytona Beach, Fla. 1937-1962
Elizabeth Eades, A.B. *Director of the Library, Emerita*	Amherst 1929-1963
Roger Wolcott Higgins, A.M. *Instructor in English, Emeritus*	Andover 1933-1963
Emory Shelby Basford, A.B. *Instructor in English, Emeritus*	Rome, Italy 1929-1964
Floyd Thurston Humphries, A.B. *Instructor in French, Emeritus*	Naples, Fla. 1937-1964
John Sedgwick Barss, A.M. *Instructor in Physics, Emeritus*	Andover 1923-1965
Donald Miller Clark, M.D. *Medical Director, Emeritus*	Williamson, W. Va. 1954-1965
Elbert Cook Weaver, A.M. *Instructor in Chemistry, Emeritus*	Madison, Conn. 1943-1965

Alan Rogers Blackmer, A.M., L.H.D. *Dean of the Faculty*	1925
Kenneth Smith Minard, A.M. *Assistant Dean of Students*	1928
George Knight Sanborn, S.B. *Instructor in Biology on the Ammi Wright Lancashire Foundation* *Warden of the Moncrieff Cochran Sanctuary*	1928
Alfred Graham Baldwin, D.D. *Instructor in Religion, Ethics, and Social Problems on the Independence Foundation Teaching Endowment* *Chairman of the Religion Department*	1930
*Robert Edward Maynard, S.B. *Instructor in Mathematics on the Jonathan French Foundation*	1931
Leonard Frank James, A.M. *Instructor in History on the Cecil F. P. Bancroft Foundation* *Chairman of the History Department*	1932
George Grenville Benedict, A.M. *Dean of Students*	1930-1932, 1933
Douglas Swain Byers, A.M. *Instructor in Anthropology* *Chairman of the Archaeology Department*	1933
Bartlett Harding Hayes, Jr., A.B. *Instructor in Art* *Chairman of the Art Department*	1933
James Ruthven Adriance, A.B. *Assistant to the Headmaster*	1934
*Alston Hurd Chase, Ph.D. *Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation* *Chairman of the Classics Department*	1934
Norwood Penrose Hallowell, Jr., A.B. *Instructor in English and Public Speaking on the Alfred Lawrence Ripley Foundation*	1934
Frank Frederick DiClemente, S.B. *Instructor in Physical Education*	1935
James Hooper Grew, D. ès L. *Instructor in French on the Elizabeth Milbank Anderson Foundation* *Chairman of the French Department*	1935
Frederick Scouller Allis, Jr., A.M., L.H.D. *Instructor in History on the Martha Cochran Foundation* *Director of Financial Aid*	1936
Chester Archibald Cochran, A.M. *Instructor in French*	1936
Frederick Johnson, S.B. *Instructor in Archaeology*	1936
Stephen Stanley Sorota, S.B. *Instructor in Physical Education*	1936
Stephen Whitney, A.M. *Instructor in French*	1936

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* On leave of absence.

Hart Day Leavitt, A.B. 1937
Instructor in English

William Hayes Brown, A.M. 1938
Instructor in English on the Emilie Belden Cochran Foundation
Chairman of the English Department

Richard Sawyer Pieters, A.M. 1938
Instructor in Mathematics on the Alfred Ernest Stearns Foundation
Chairman of the Mathematics Department

Robert Whittemore Sides, A.B. 1938
Instructor in Mathematics
Director of Admissions

John Bromham Hawes, Ed.M. 1933-1936, 1939
Instructor in English

Harper Follansbee, Ed.M. 1940
Instructor in Biology on the George Peabody Foundation
Chairman of the Biology Department

Walter Gierasch, A.B. 1941
Instructor in English

Dudley Fitts, A.B. 1941
Instructor in English on the Independence Foundation Teaching Endowment

Francis Bertrand McCarthy, A.B. 1941
Instructor in English and Philosophy

Cornelius Gordon Schuyler Banta, S.B. 1944
Instructor in Mathematics

Joseph Rittenhouse Weir Dodge, A.M. 1944
Instructor in English

Alexander Dunnett Gibson, A.M. 1944
Instructor in French

Frederick Almond Peterson, A.M. 1946
Instructor in English
Director of the Summer Session
Chairman of the Andover Evening Study Program

Allan George Gillingham, Ph.D. 1947
Instructor in Latin and Greek on the John Charles Phillips Foundation

Peter Quackenbush McKee, Ed.M. 1947
Instructor in Physics
Chairman of the Physics Department
Scheduling Officer

Gordon Gilmore Bensley, A.B. 1949
Instructor in Art
Director, Audio-Visual Center

John Richard Lux, M.S.Ed. 1949
Instructor in Mathematics

William Louis Schneider, Mus.Ed.B. 1949
Instructor in Music

William Russell Bennett, Jr., A.B. 1950
Associate Dean of Students

William John Buehner, A.M. 1950
Instructor in Latin

Simeon Hyde, Jr., A.M. 1950
Instructor in English

Reagh Clinton Wetmore, M.P.E. *Instructor in Chemistry and Physical Education*	1950
Henry Waring Schereschewsky, A.B. *Comptroller*	1951
Frederic Anness Stott, A.B. *Alumni Secretary* *Director of Development*	1951
Philip Brownlie Weld, M.S. *Instructor in Chemistry and Physics* *Chairman of the Chemistry Department*	1951
*William Franklin Graham, B.S. *Instructor in Mathematics*	1952
*Fred Harold Harrison, A.M. *Instructor in History and Physical Education* *Chairman of the Athletic Department*	1952
John Claiborne McClement, Ed.M. *Instructor in Mathematics*	1952
*Joshua Lewis Miner, III, A.B. *Instructor in Science* *President, Outward Bound, Incorporated*	1952
James Harold Couch, A.M. *Instructor in Spanish* *Chairman of the Spanish Department*	1953
Sherman Frederick Drake, Ed.M. *Instructor in Mathematics, Mechanical Drawing, and Navigation*	1953
Edmond Emerson Hammond, Jr., Sc.M. *Instructor in Mathematics, Physics, and Chemistry*	1953
Louis John Hoitsma, Jr., Ed.M. *Instructor in Mathematics*	1953
Robert Penniman Hulburd, A.M. *Instructor in German* *Director of College Placement*	1953
Dalton Hunter McBee, A.B. *Instructor in English* *Admissions Officer*	1953
Albert Karl Roehrig, Ed.M. *School Psychologist*	1954
Robert Edwin Lane, A.M. *Instructor in Latin and Russian* *Chairman of the Russian Department* *Director of the Bureau of Self-Help*	1955
*Thomas Michael Mikula, A.M. *Instructor in Mathematics*	1955
*Harold Holmes Owen, Jr., A.M. *Instructor in English*	1955
Thomas Joseph Regan, A.M. *Instructor in English*	1955
William Biggs Clift, Jr., B.M.Ed. *Instructor in Music* *Chairman of the Music Department*	1956

* On leave of absence.

Frank McCord Eccles, A.M. *Instructor in Mathematics*	1956
Richard Valentine Healy, P.E. *Director of Physical Plant*	1956
John Ward Kimball, A.B. *Instructor in Biology*	1956
Harrison Schuyler Royce, Jr., M.I.A. *Instructor in History*	1956
*Gerald Shertzer, M.F.A. *Instructor in Art*	1957
John Frank Bronk *Instructor in Physical Education and Physiotherapist*	1958
George William Best, S.B. *Instructor in Mathematics*	1958
Clement Morell, A.M. *Instructor in Mathematics* *Excusing Officer*	1958
Frederic Arnold Pease, Jr., B.D. *Instructor in Religion*	1958
Philip Mason DuBois, Ph.D. *Instructor in Physics*	1959
John Richards, II, M.A.T. *Instructor in History*	1959
William Abbot Munroe, A.B. *Bursar*	1960
James Allyn Bradford, B.D. *Instructor in Religion*	1960
Gilbert Burnett, Jr., A.B. *Instructor in Biology and Science*	1960
John Patten Chivers, A.M. *Instructor in German* *Chairman of the German Department*	1960
Carl Edward Krumpe, Jr., A.M. *Instructor in Classics*	1960
William Lawrence Markey, A.M. *Instructor in French*	1954-1957, 1960
Thomas Rees, Ph.D. *Instructor in Chemistry*	1960
Frank DeWitt Thornton, B.M.Ed. *Instructor in Music*	1960
George Howard Edmonds, Ed.M. *Instructor in English*	1961
Edward Moseley Harris, S.B. *Instructor in Spanish* *Executive Officer, Schoolboys Abroad*	1961
Guy D'Oyly Hughes, A.M. *Instructor in English*	1961
Crayton Ward Bedford, A.M. *Instructor in Mathematics*	1962

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* On leave of absence.

Paul-Yves Colle, L. ès L. *Instructor in French*	1962
Alfred James Coulthard, S.B. *Instructor in Physical Education*	1962
Wayne Andrew Frederick, Ph.M. *Instructor in History*	1962
Robert Andrew Lloyd, Arch.B. *Instructor in Art*	1962
Charles Waldo Smith, A.B. *Executive Director, The Alumni Fund*	1962
Alanson Perley Stevens, III, A.M. *Instructor in German and Russian*	1962
Ellsworth Alfred Fersch, Jr., LL.B., A.M. *Instructor in English*	1963
Thomas Tolman Lyons, M.A.T. *Instructor in History*	1963
Barbara McDonnell, A.B., S.B. *Director of the Library*	1963
Robert Rennie McQuilkin, A.M. *Instructor in English*	1963
Jerome Alec Pieh, M.A.T. *Instructor in History*	1963
Meredith Price, M.A.T. *Instructor in English*	1963
Alexander Zabriskie Warren, A.B. *Instructor in Mathematics*	1963
Peter Charles Beamish, S.M. *Instructor in Mathematics and Science*	1964
Christopher Capen Cook, M.F.A. *Instructor in Art*	1964
William Sherman Jardine, M.A.T. *Instructor in Science*	1964
Gary Britten Miles, A.M. *Instructor in Classics*	1964
Charles Bartlett Packard, M.A.T. *Instructor in Classics*	1964
Vincent Pascucci, A.M. *Instructor in Classics*	1964
Daniel Dretzka Olivier, A.M. *Instructor in English* *Assistant Director, Schoolboys Abroad, Barcelona, Spain*	1964
Clark Alvord Vaughan, A.M. *Instructor in Spanish* *Director, Schoolboys Abroad, Barcelona, Spain*	1964
Alan Rogers Blackmer, Jr., M.A.T. *Summer Session Director of Admissions*	1965
August Thayer Jaccaci, Jr., M.A.T., M.F.A. *Instructor in Art*	1965
Julian Stevens Kaiser, M.D. *Medical Director*	1965

Ronn Nels Minné, Ph.D. *Instructor in Chemistry*	1965
James Arthur Quitslund, A.B. *Instructor in German*	1965
Angel Maroto Rubio, A.M. *Instructor in Spanish*	1965
Nathaniel Baldwin Smith, A.M. *Instructor in Mathematics*	1965
Hale Sturges, II, A.M. *Instructor in French*	1965
Jacques Georges Tallot, Professeur agrégé *Instructor in French*	1958-60, re-appointed 1965
George Culbreth Thomas, A.B. *Wingate Paine Fellow in Photography*	1965
Thomas Mark Brayton, A.B. *Teaching Fellow in Classics*	1965
Thomas Bowen Coburn, A.B. *Teaching Fellow in Religion*	1965
Allin Carey Seward, III, A.B. *Teaching Fellow in French*	1965
David Marshall Smith, A.B. *Teaching Fellow in English*	1965
John Neville Williamson, A.B. *Teaching Fellow in Mathematics*	1965

The Headmaster and Mrs. Kemper

d Meeting

Exams

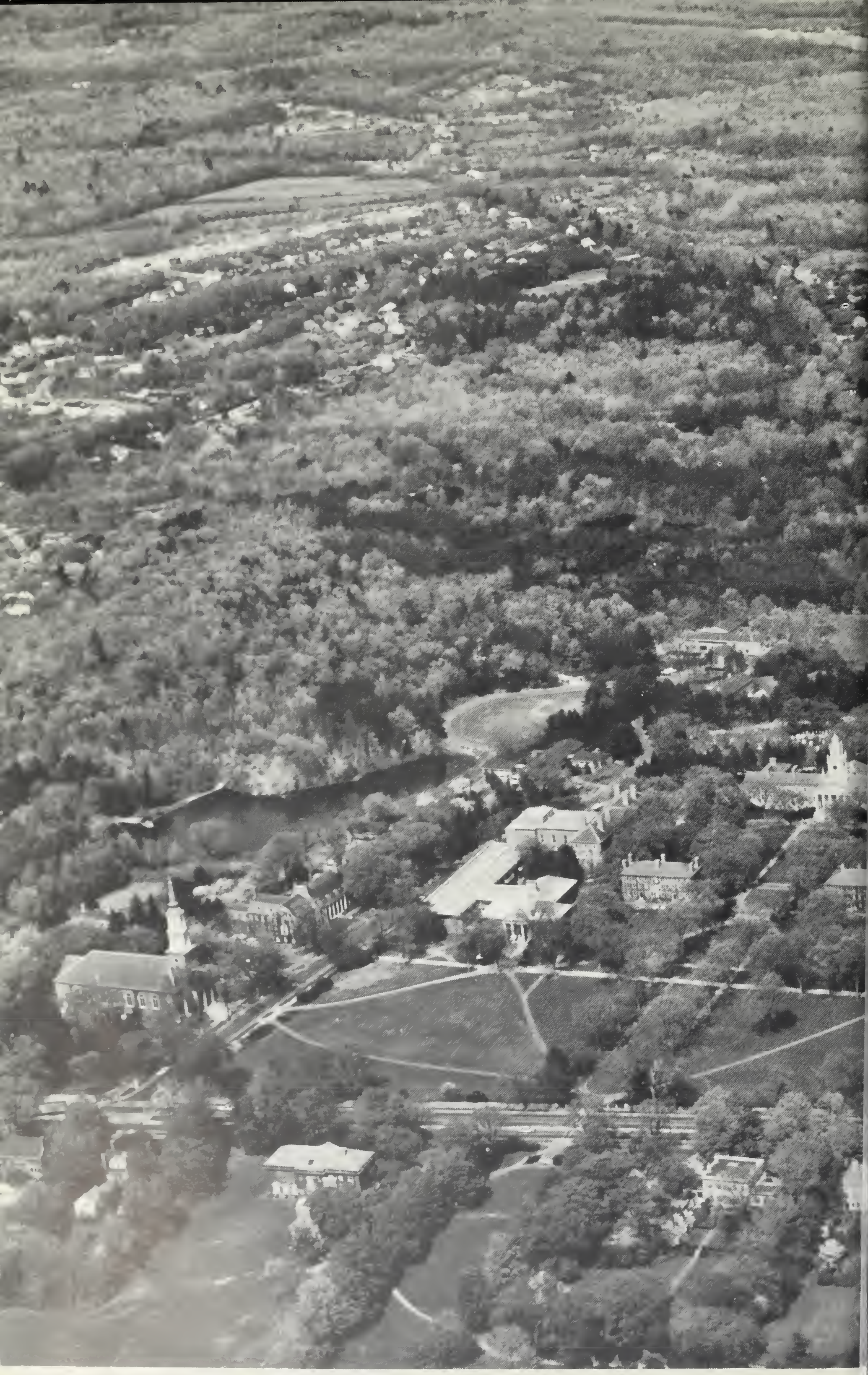
The Cochran Chapel

Evans Science Building

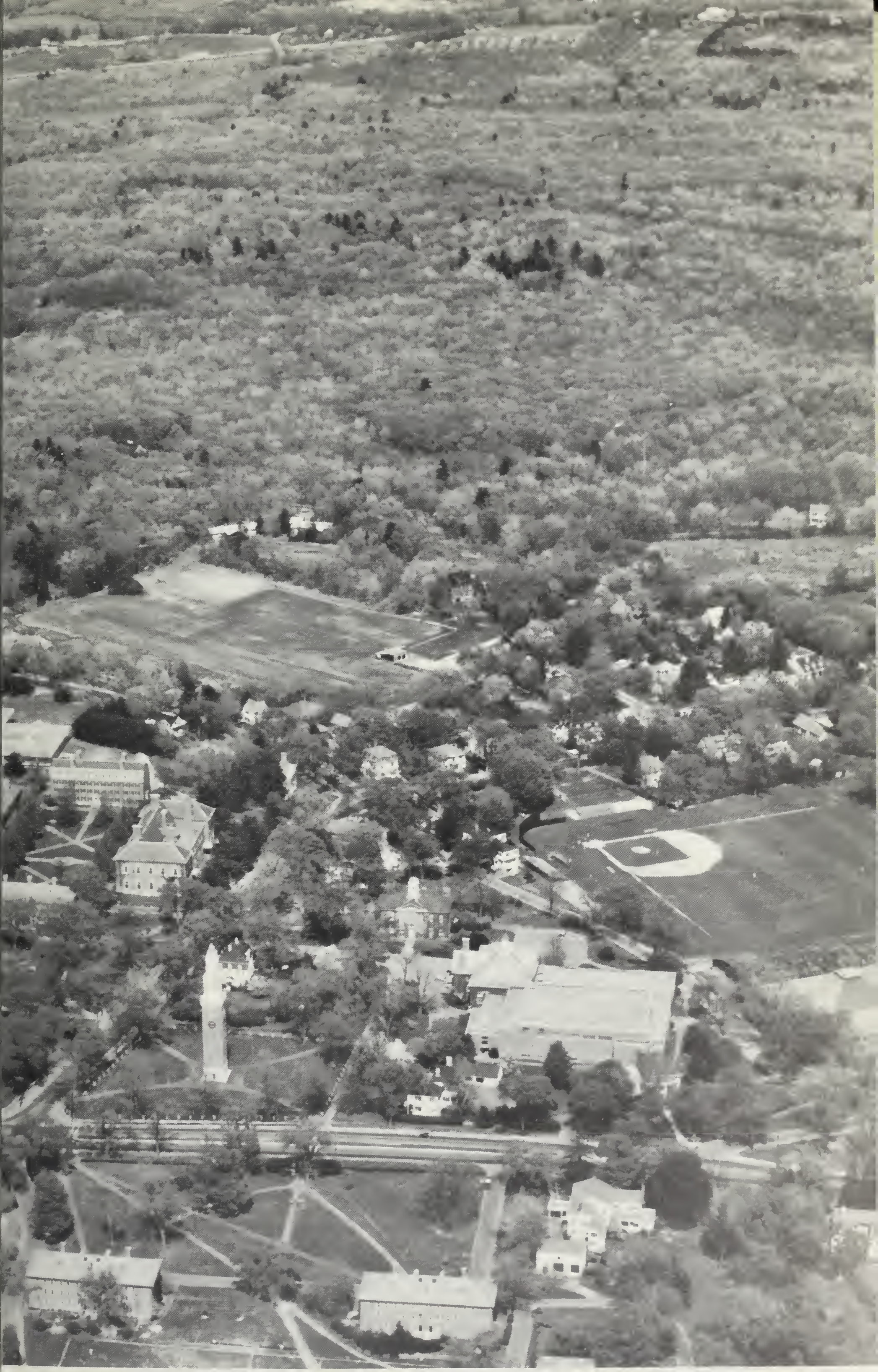
Dormitories—Old and New

nch Hall, the English Department Building (*1818*)

Oliver Wendell Holmes Library (*85,000 Volumes*)



The Heart of the Campus



Licensed FM Station WPAA

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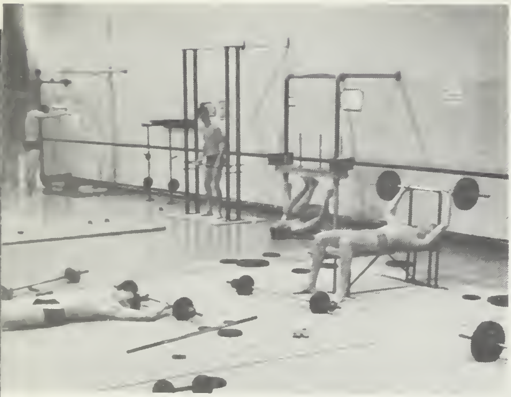
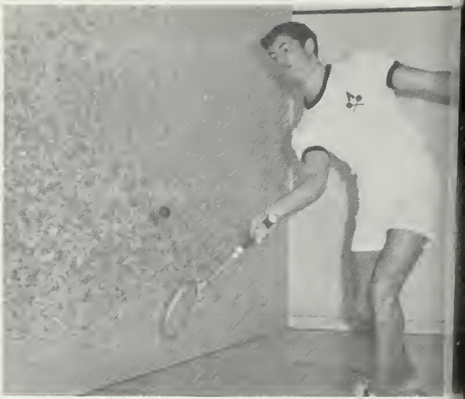

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone 617—475-3400), during office hours.

HEADMASTER'S OFFICE

John Mason Kemper, L.H.D., Litt.D., LL.D., *Headmaster*
Mrs. Amy R. Robinson, *Secretary to the Headmaster*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

James Ruthven Adriance, A.B., *Assistant to the Headmaster*
Mrs. Ruth A. White, *Secretary to the Assistant to the Headmaster*

ADMISSIONS OFFICE

Robert Whittemore Sides, A.B., *Director of Admissions*
Dalton Hunter McBee, A.B., *Admissions Officer*
Frederick Scouller Allis, Jr., A.M., L.H.D., *Director of Financial Aid*
Harper Follansbee, Ed.M., John Richards, II, M.A.T., Jerome Alec Pieh, M.A.T., Albert Karl Roehrig, Ed.M., Stephen Whitney, A.M., *Interviewing Officers*
Mrs. Vivian A. O'Donnell, *Secretary to the Director of Admissions*

OFFICE OF THE DEAN OF THE FACULTY

Alan Rogers Blackmer, A.M., L.H.D., *Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

George Grenville Benedict, A.M., *Dean of Students*
William Russell Bennett, Jr., A.B., *Associate Dean of Students*
Kenneth Smith Minard, A.M., *Assistant Dean of Students*
Robert Penniman Hulburd, A.M., *Director of College Placement*
Clement Morell, A.M., *Excusing Officer*
Peter Quackenbush McKee, Ed.M., *Scheduling Officer*
Mary Elise Waddington, *Secretary to the Director of College Placement*
Mary Rokel, *Secretary to the Dean of Students*

BUREAU OF SELF-HELP

Robert Edwin Lane, A.M., *Director of the Bureau of Self-Help*

TREASURER'S OFFICE

Henry Waring Schereschewsky, A.B., *Comptroller*
William Abbot Munroe, A.B., *Bursar*
Richard Valentine Healy, P.E., *Director of Physical Plant*
Marion E. Hill, *Assistant Bursar*
Evelyn H. Gordon, *Director of Student Accounts*
Mrs. Barbara L. Morrison, *Secretary to the Comptroller*

ALUMNI AND DEVELOPMENT OFFICE

Frederic Anness Stott, A.B., *Alumni Secretary and Director of Development*
Charles Waldo Smith, A.B., *Executive Director, The Alumni Fund*
Mrs. Helen R. Bronk, *Secretary to the Executive Director, The Alumni Fund*
Mrs. Ruth P. Ellison, *Secretary to the Director of Development*

DEPARTMENT OF HEALTH

Julian S. Kaiser, M.D., *Medical Director*
Albert Karl Roehrig, Ed.M., *Psychologist*
Mrs. Vera B. Westover, *Administrator*

Local Consultants

Douglas Malcolm Dunbar, D.D.S., *Senior Dentist*
Herman DeWilde, M.D., D.M.D., *Associate Dentist*
C. Paul Bonin, D.M.D., *Orthodontist*
John Paul Holihan, M.D., *Anesthesiologist*
Milton D. Howard, M.D., *Pathologist*
Robert J. Joplin, M.D., *Orthopedist*
Richard Katz, M.D., *Pediatrician*
Richard S. O'Hara, M.D., *General Surgeon*
Nicholas D. Rizzo, M.D., *Psychiatrist*
George V. West, M.D., *Radiologist*
John F. Murphy, B.A., *Speech Therapist*
John F. Bronk, *Physical Therapist*
John F. Nastasi, *Optometrist*

OLIVER WENDELL HOLMES LIBRARY

Barbara McDonnell, A.B., S.B., *Director of the Library*
Mrs. Harriet F. Burkhard, A.B., *Assistant in the Library*
Sylvia A. Collin, S.M., *Reference Librarian*
Mrs. Margaret B. Towne, S.B., *Assistant in the Library*
Irene Wilkinson, A.B., S.M., *Cataloguer*

ADDISON GALLERY OF AMERICAN ART

Bartlett Harding Hayes, Jr., A.B., *Director*
Christopher Capen Cook, M.F.A., *Assistant Director*
Antoinette Thiras, *Secretary and Registrar*

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

Douglas Swain Byers, A.M., *Director*
Frederick Johnson, S.B., *Curator*
Richard S. MacNeish, Ph.D., *Research Associate*
Mrs. Marjory McC. Stevens, *Secretary and Assistant to the Director*

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Fred Harold Harrison, A.M., *Director of Physical Education and Athletics*
John Frank Bronk, *Instructor in Physical Education and Physiotherapist*
Alfred James Coulthard, S.B., *Instructor in Physical Education*
Frank Frederick DiClemente, S.B., *Instructor in Physical Education*
Stephen Stanley Sorota, S.B., *Instructor in Physical Education*
Reagh Clinton Wetmore, M.P.E., *Instructor in Physical Education*

DEPARTMENT OF MUSIC

Wm. Biggs Clift, Jr., Mus.Ed.B., *Chairman and Instructor in Brass Instruments*
Lorene Banta, Ph.D., *Instructor in Organ*
Gerard Charles Bellanti, *Instructor in Accordion*
Carl E. Bochman, Mus.Ed.B., *Instructor in Drums*
Albion Metcalf, *Instructor in Piano*
Roland Moore, *Instructor in Bass Viol and Classical Guitar*
William Louis Schneider, Mus.Ed.B., *Instructor in Stringed Instruments*
DeWitt Thornton, Mus.Ed.B., *Instructor in Woodwind Instruments*

SUMMER SESSION

Frederick Almond Peterson, A.M., *Director*
Alan Rogers Blackmer, Jr., M.A.T., *Director of Admissions*
Mrs. Edith Jako, *Secretary*

SCHOOLBOYS ABROAD

Clark Alvord Vaughan, A.M., *Director of Program, Barcelona*
Edward Mosely Harris, S.B., *Executive Officer, Andover*
Mrs. Clark Alvord Vaughan, *Nurse-Secretary, Barcelona*

MONCRIEFF COCHRAN SANCTUARY

George Knight Sanborn, S.B., *Warden*

AUDIO-VISUAL CENTER

Gordon Gilmore Bensley, A.B., *Director*
Mrs. Ruth Roehrig, *Coordinator*
Aloysius Hobausz, Puskás T. Inst. of Tele Communication (Budapest), *Audio Technician*

ANDOVER EVENING STUDY PROGRAM

Frederick A. Peterson, A.M., *Chairman*
Mrs. Lucy Pieh, *Coordinator*

CHAIRMEN OF ACADEMIC DEPARTMENTS

Archaeology	Douglas Swain Byers, A.M.
Art	Bartlett Harding Hayes, Jr., A.B.
Athletics	Fred Harold Harrison, A.M.
Biology	Harper Follansbee, Ed.M.
Chemistry	Philip Brownlie Weld, M.S.
Classics	Alston Hurd Chase, Ph.D.
English	William Hayes Brown, A.M.
French	James Hooper Grew, D. ès L.
German	John Patten Chivers, A.M.
History	Leonard Frank James, A.M.
Mathematics	Richard Sawyer Pieters, A.M.
Music	William Biggs Clift, Jr., Mus.Ed.B.
Physics	Peter Quackenbush McKee, Ed.M.
Religion	Alfred Graham Baldwin, D.D.
Russian	Robert Edwin Lane, A.M.
Spanish	James Harold Couch, A.M.

GENERAL INFORMATION

Andover students, for the most part, live together by classes in the Academy dormitories and houses. Each building is under the supervision of the resident faculty housemaster. All boys eat in their own class dining rooms in the Commons.

Juniors live in Williams Hall and Rockwell House, or in neighboring houses and cottages. Williams Hall, with its annexes, Junior House and Stott Cottage, has rooms and recreation facilities for fifty-six Juniors, who occupy single or double rooms. Rockwell House has single rooms and recreation facilities for forty Juniors. Juniors are subject to the special regulations and the particularly close supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected Senior proctors play an important part in the activities of the various Junior units.

Lower Middlers live in three of the double-entry brick dormitories and in a number of smaller houses and cottages, where they receive careful guidance but also enjoy a degree of independence suited to their increased maturity. Senior proctors are in residence in most of the Lower Middle units.

Upper Middlers and Seniors, having learned to profit from relatively great independence and freedom, are housed, with a few exceptions, in large brick dormitories by classes, where they are permitted considerable latitude in the exercise of their daily affairs. In the four newest dormitories, the resident groups are made up of an approximately equal number of Upper Middlers and Seniors, who live in the same dormitory for their last two years.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student is under the direct charge of a Faculty Counselor, who, for boarding students, is his housemaster. He knows the background, the character, and the standing of each of his boys and acts as his advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents. From time to time, he will write the parents to keep them informed of their son's progress. Parents should feel free to write their son's counselor if they have any reason for concern about their boy's progress. They are encouraged to report to the counselor any facts that may affect the boy's work or behavior.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a Christian faith and system of values.

Chapel services are an essential part of the Phillips Academy program and are conducted by the Headmaster, the School Ministers, students, and members of the faculty. Among the visiting speakers are leaders of many denominations. A number of college chaplains are invited to speak each year.

Attendance at chapel services is required, although on Sundays boys may choose to attend services at other Protestant or Roman Catholic churches in Andover. Students of Jewish faith may attend services in the Sylvia Pratt Kemper Chapel. Mass for Roman Catholic students is celebrated in this small Chapel each Sunday at 8:15.

This arrangement emphasizes two sets of values: a close connection of each boy with his own denomination, and a program of worship within the life of the school built upon the common elements of our religious heritage.

In a school composed of students from diverse backgrounds, it is not possible fully to satisfy all the special requirements of different sects and denominations. Therefore no boy should apply for admission to the Academy who feels that the ritualistic practices of his own faith must be literally followed in all circumstances.

In daily chapel the effort is to develop a service that strengthens the best aspirations and insights of students, while denying to no one the right to hold fast his own faith. The school tries to develop devotion to God and reliance upon faith as a source of inspiration and strength, to confirm a boy's support of the highest values that our civilization has nurtured, and to increase his respect for and understanding of the beliefs of others.

Those who have minority religious status as well as those who have majority status are expected to work with equal eagerness toward the goals by means of which Phillips Academy endeavors to achieve harmony and unity in diversity.

CULTURAL OPPORTUNITIES

Andover has always demanded a high standard of accomplishment in the prescribed course of study. At the same time, the school believes that a boy's interest should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary, the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinguished men and women are invited to the Academy each year as lecturers and guest artists. During 1964-1965, Mr. E. J. Kahn, Jr., author and staff writer of *The New Yorker* deliverd the Stearns Lecture; writer and editor David McCord visited the school as the Hosch Lecturer; and Dr. Philip B. Gove, Editor, Merriam-Webster Dictionary, came to the Academy as the seventh annual Lana Lobell Fellow. They addressed the school assembly in George Washington Hall and conducted informal conferences with students and faculty. Among other distinguished guests who addressed the school at Wednesday morning assembly were Dr. E. Cuyler Hammond of the American Cancer Society, on "Smoking"; His Excellency Liu Chieh, Permanent Representative of the Republic of China to the United Nations; Dr. Richard W. Day, Principal of Phillips Exeter Academy; Dr. George Bell Dyer, Professor of Political Science, University of Pennsylvania; Hans Christoph Baron von Stauffenberg of Risstissen, Wurttemberg, Bavaria; and Mr. Nicholas Platt, Consul, United States Foreign Service.

Among the guest artists to appear on campus were Emlyn Williams portraying Charles Dickens, Jean-Léon Destiné and his Haitian dance company; and The Esterhazy Orchestra. The thirty-seventh Sawyer Concert was given by Eugene Indjic, a member of the Senior Class.

A Shakespearean play, last year *The Tempest,* is produced annually by the Dramatic Club. A musical is produced each spring, by the school Chorus, Orchestra, and Dramatic Club; *The Music Man* was the 1965 choice, with a combined cast and orchestra of over 175.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by William Cochran, class of 1895; Moncrieff M. Cochran, class of 1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The Copley Wing, gift of James S. Copley, P.A., 1935, designed to seat 125 at small tables and carrels, is used as an American History Reserve Book Room.

The book collection, over 85,000 volumes in the liberal arts, supports and supplements the curriculum and provides many areas for independent reading. A trained staff member is on duty at all times to help in the use of the Library and advise in choice of reading.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America,* given by Thomas Cochran of the class of 1890; papers and books of the poet Oliver Wendell Holmes; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; Early Americana given by Nelson S. Taylor, of the class of 1900; and historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

Housed in the Library building are the Archives Department and a music record listening room.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, drawings and photographs complete an exceptionally well-balanced collection. Work by Calder, Lippold, Moholy-Nagy, Hofmann, Marin, O'Keeffe, Pollock, Shahn, and Wyeth is included in this latter group.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and textiles of the Colonial period are on permanent exhibition.

Among recent publications of the Addison Gallery are three books: "Layman's Guide to Modern Art," 1949-54; "The Naked Truth and Personal Vision," 1955, and "The American Line," 1959, all based upon special exhibits arranged in connection with the Upper Middle course in Art. "Models of American Sailing Ships" is a recent title serving as a catalogue of the Marine Collection. All are simply written, and intended for adult as well as for student readers.

An Art Film Library of some three dozen titles was established in 1954 to serve schools and colleges in New England, as well as the Academy community.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, supports research in American archaeology and maintains a museum in which its collections are displayed. They have been gathered through extensive programs of field research in the Southwest, the southeastern states, New England, and the Maritime Provinces. Under grants from the National Science Foundation and the Rockefeller Foundation, the Peabody Foundation has administered a program of research under Dr. MacNeish into the origins of native American agriculture and civilization in Mexico. A program continues in New England and the Maritime Provinces.

A decorative map of North America by the late Stuart Travis is mounted on the stairway. A model of an Indian village formerly located in Andover, and a model of a portion of the pueblo of Pecos, New Mexico, are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list, which is available at the museum office.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, draw many species of small land birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating duck, quail, and pheasant. Special paths are designed and planted to show local ferns, wildflowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone terrace and broad lawns, provides an attractive setting for a wide variety of social events at all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

STUDENT ACTIVITIES

Student organizations and voluntary enterprises of various kinds are an important part of life at Phillips Academy. They may change from year to year in scope and intent, depending upon student interest. Among others, there are literary, musical, forensic, and scientific activities. Each group is under student leadership and is advised by a member of the faculty. The list that follows is intended to be representative rather than complete.

The *Phillipian,* founded in 1878, is the school newspaper. It is published every Wednesday of the school year. Students on the editorial and the business boards gain experience in writing and in business practice.

The *Mirror,* founded in 1854, is the undergraduate literary magazine, which appears several times each year. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine devoted to encouraging literary talent.

The *Pot Pourri* is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the account of their years at Andover.

The *Dramatic Society* is an organization for all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play. A considerable number of modern plays, both dramatic and musical, are also presented.

One of the most important groups within the Dramatic Society is the *Stage Crew.* Carpenters, painters, shifters, electricians, and special-effects men work under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays.

Another branch of the Society is the *Drama Workshop,* whose intent is to offer further opportunities for students to participate in play readings, and the production of both conventional and experimental drama, student directed in the *Drama Lab.* The organization welcomes lower classmen as well as Uppers and Seniors.

The language departments frequently produce plays in French, German, Latin, or Spanish. The language plays are projects of *language-interest clubs* that sponsor, in addition, illustrated lectures, motion pictures from the countries of their choice, and discussions of history and culture. Occasionally there are language tables in the Commons.

Debating and school forums are held by *Philo,* properly the *Philomathean Society,* founded in 1825. Regular meetings, held bimonthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams, which all students may attend. Each year Philo sponsors a prize debating contest. The organization has also sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club.*

The *Camera Club* has a dark room in the new Arts Center, where students may develop, enlarge, and print their own photographs. In response to interest, groups meet for the discussion of fine points in the art of photography.

The *Radio Club* has a room in the basement of Evans Hall, where radio sets may be constructed and repaired. It also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need.

WPAA-FM is a 10-watt educational FM station licensed by the F.C.C. to operate at a frequency of 91.7 mcs. It provides 25 hours per week of news, music, sports and educational programs to an area with a population of about 200,000. Its studio is in the basement of Evans Hall, and its transmitter is on the roof of the same building. It is completely student operated and with its staff of over 100 is one of the largest extra-curricular activities.

Students who wish to construct furniture, models, or other articles enjoy the *Woodworking Shop,* which is well supplied with hand and power tools.

The *Rifle Club,* a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to shoot for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where a layout has been constructed.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics *(Science Club).* Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory *(Astronomy Club).* A group interested in tapes and records makes recording of school events *(Audio Club).*

Modest lapidary equipment is on hand for those boys who are interested in gems and minerals *(Minerals Club).* Identification of minerals is another interest of this club.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are the principal activity of the *Outing Club.* Canoeing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in the tower room of the Chapel. The club's program includes an annual prize exhibition. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Natural History Club* works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Asia Society* has as its aim the furthering of knowledge and understanding about the peoples and nations of the East. The members meet for discussions, lectures, and films.

The *Phillips Society* seeks to see more clearly the needs and problems of people and to help meet those needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests are suggested by a list of some of its activities:

Receptions for new boys and for foreign students
The raising of money for Red Cross, United Fund, the Salvation Army, the Grenfell Association, national health agencies, and other organizations and projects
Conducting a program of forums, conferences, chapel talks, and discussion groups
Collection of old clothes, books, and other articles for distribution to schools and hospitals
Field trips to hospitals, factories, and recreation centers
Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band,* the *String Orchestra,* the *Concert Band,* and the *Chorus* (combining both choir and glee club), which take part in many concerts as well as in an annual musical show. Other musical organizations are various dance bands, and the *Eight 'n' One Octet.* A well-stocked record library is located in the *Record Room,* where recorded concerts are given from time to time.

Dances of different kinds are sponsored by various student groups. Student initiative and interest determine in large part their nature and frequency. Dormitories often arrange informal dances with girls from nearby schools. Once or twice a term a club or a class sponsors a tea dance open to the whole school. Following Saturday afternoon athletic contests, the Student Congress occasionally opens Graham House for informal dancing and refreshments. The two-day Spring Prom in May is the climax of the social season.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Lower Middle year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, and skiing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports. The Medical Director's services, however, will be rendered and infirmary care provided without charge except for illnesses and accidents covered by the Andover Student Sickness and Accident Insurance Plan and by family insurance.

The Medical Director and the Athletic Department strongly advise parents to provide boys who wear glasses with shatter-proof lenses, not only to minimize danger of injury in athletics but also to avoid loss of study and reading time.

See page 34 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, smallpox vaccination, and polio vaccine. His family is asked to answer questionnaires that may reveal significant symptoms or illnesses.

Immediately after the student's arrival at the Academy, a physical examination is done by the school physicians; complete dental and lung x-rays are taken, and careful ear and eye examinations are made. Tests for speech defects, reading speed, and language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all information. By this means it may be possible to form an accurate estimate of the student's physical status and ease with which he may be expected to adjust to the school environment.

The Isham Infirmary-Hospital is an eighty-two bed institution accredited by the Joint Commission on the Accreditation of Hospitals. The Isham Infirmary-Hospital has a modern x-ray department, a clinical laboratory and a full-time x-ray technician. A well-equipped physiotherapy unit is under the direction of a qualified physiotherapist. Graduate nurses are in residence throughout the school year. The Isham Infirmary-Hospital is equipped to care for most serious medical and surgical emergencies as well as many other diseases and conditions commonly encountered.

Illnesses and injuries are treated when feasible by the Medical Director or his associate. If highly specialized care is required, local staff consultants and hospitals or Boston physicians and nationally known medical institutions are employed forthwith. Minor illnesses are reported to the parents by letter. Conditions that require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and a full-time psychologist.

The Trustees' Infirmary-Hospital Committee meets with the Medical Director every three months to discuss policies of health and administration.

DAILY SCHEDULE

Chapel	7:50 A.M.
Recitation hours	8:12 A.M. to 12:50 P.M.
†Athletics	2:00 P.M. to 4:00 P.M.
*Recitation hours	4:13 P.M. to 6:00 P.M.
Evening study hours begin	8:00 P.M.
Sunday chapel service	11:00 A.M.

† The time for athletics varies with the team, the sport, and the season.

* Wednesday and Saturday afternoons are half-holidays.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Under the supervision of members of the faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of housemasters, (b) work in The Commons, to which all boarding students are assigned for two (non-consecutive) weeks during the year, and (c) supervised work on the grounds or in the buildings of the school at the end of the Fall Term and at the beginning of the Spring Term.

GRADES AND REPORTS

Reports of the student's grades are sent to the parents or guardian at the Fall Mid-Term rating and at the end of each term. Grades are based on results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

Counselor's reports are sent to parents at least twice a year.

DISCIPLINE

Phillips Academy seeks to help boys develop desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and of responsibility to an orderly society. The school has made its rules in accordance with these principles.

The school expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, and study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, of gambling, of possessing or drinking alcoholic beverages, if without permission he is absent from school bounds or from his dormitory between 10 p.m. and 5 a.m., or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy

Rifle Club. Beginning with the school year 1965-66, no student may smoke. Only day students may use bicycles.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses a term. Seniors are allowed five if they are passing all courses.

ROOM EQUIPMENT AND CLOTHING

The Academy provides each student with bed, mattress, pillow, bed linen, chest and mirror, desk, desk-chair, and easy chair. In double rooms they are provided for each occupant.

All boys are required to wear coats and neckties to recitations, meals, chapel, and assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate socks and shoes is required for Sunday church and other formal occasions. *All wearing apparel and personal effects should be plainly marked with the student's name.*

Protective athletic equipment is furnished by the Academy. Each student is urged to bring along whatever other equipment he already possesses, but not to buy new equipment, since substantial savings can be made on purchases through the Athletic Department. All scholarship boys will be able to buy athletic shoes at half price. Every student is required to own a pair of high quarter sneakers.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three blankets or the equivalent
Warm overcoat or jacket for the winter months
Overshoes and rubbers for the winter months.

The Academy is not responsible for the loss of student's clothing or personal effects, either during term time or when stored over vacation, unless deposited in the student storage center.

COLLEGE MATRICULATION OF THE CLASS OF 1964

College	*No. of Students*	*College*	*No. of Students*
Amherst	2	Oberlin	3
Beloit	1	Ohio State University	1
Boston University	1	Pennsylvania, U. of	4
Bowdoin	1	Pittsburgh, U. of	1
Brown	3	Princeton	20
Carnegie	1	Queens University	1
Colgate	1	Reed	1
Columbia	8	Southern Methodist	1
Cornell	4	Stanford	19
Dartmouth	8	Swarthmore	1
Drew	1	Syracuse	3
Duke	4	Trinity	1
Georgetown	1	Tulane	5
Hamilton	1	Union	2
Harvard	47	U.S.A.F.A.	1
Haverford	1	V.M.I.	1
Johns Hopkins	2	Virginia, U. of	1
Lake Forest	1	Washington & Lee	1
Lawrence	4	Washington University	4
Lehigh	2	Washington, U. of	1
M.I.T.	3	Wesleyan	1
Massachusetts, U. of	1	Western Reserve	2
Menlo	1	Williams	2
Michigan State	1	Wooster	1
Michigan, U. of	1	Yale	31
New Hampshire, U. of	1		—
North Carolina, U. of	11	Total	223
Northwestern	1	Total Institutions	53

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds.

Few patrons of the school in recent years have met the full cost of their sons' Andover education. The total annual cost to the Academy for each student is currently in the neighborhood of $3800. Of this figure, $1800 is met by the inclusive fee, leaving a considerable balance to be met by the income from invested funds, by gifts from alumni, and from other sources.

Tuition Charges

The tuition for boarding students is $1800; for day students (who must live in the Greater Lawrence area) $1000: one half payable on October 1 for Fall Term, one fourth on January 1 for Winter Term, and one fourth on April 1 for Spring Term. Adjusted bills for scholarship students are payable on the same basis. An alternative to the above method of payment is offered, whereby tuition may be paid in ten equal monthly installments starting September 1 and ending June 1. A service charge of ten dollars is made for this accommodation. Each student, when assured of admission, is required to make a deposit of $50, which is credited on his first bill.

The tuition charge of $1800 covers instruction, board, room (including furniture and bed linen), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, a medical fee of $15.00, health insurance of $15.00, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property.

Bills for items not included in the regular school charge may be rendered at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

A student otherwise eligible for return in a given school year will not be allowed to register if his school account for the preceding year has not been paid in full.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. the balance remaining after charges for breakage have been deducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Student Health and Insurance Program

All ordinary illnesses and injuries under the classification of *home care* are treated at the Isham Infirmary-Hospital by the Medical Director and his staff and are covered by the required medical fee of $15.00.

Parents are, however, responsible for the cost of medical services for the care of illnesses and conditions for which they would have been responsible had the student been treated by his family physician in his own home or hospital. The family sickness and accident insurance policy, a personal policy of the Blue Cross-Blue Shield type (or both) covering the student, will meet most of such Isham Infirmary-Hospital care.

Additional cost to parents of the broad medical services necessary for the student is met by the Andover Student Sickness and Accident Insurance Plan, which provides coverage over the full twelve-month period, twenty-four hours a day, on campus and off. It pays up to $650 for each accident or illness that requires treatment by physicians or hospital admission *outside the school.* The cost is $15.00 for all students and is required, even though the student has in force a personal sickness and accident policy, since the benefits of the Andover Student Sickness and Accident Insurance Plan are payable *in addition* to any benefits a student may obtain under any personal policy. Not infrequently the coverage from all policies is necessary to meet the total expenses of a protracted or involved illness.

The rates established for the Student Medical Fee and the Andover Student Sickness and Accident Insurance Plan are for the school year 1965-1966 and are subject to change for the following year.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	$25.00 to 90.00
Pressing and cleaning	15.00
Books and supplies	40.00

Dues, publications, and charitable contributions	20.00
Medical fee (required)	15.00
Health insurance (required)	15.00
Breakage deposit (refundable)	0 to 25.00
Miscellaneous, including spending money	110.00
	$240.00 to 330.00

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Financial Aid (*See page 41 for basic policy*)

Scholarships vary in amount according to the applicant's need, ranging from $500 to the full amount of $1800. In addition to the scholarship award, part of the cost of travel (within the continental limits of the United States) is borne by the school when a scholarship student lives more than about 400 miles from Andover. The travel allowance amounts to the cost of three round-trip railroad coach tickets, less $25 a trip. It is paid to the parent upon request after each trip.

Families whose need is not great but who, in the judgment of the Admissions and Scholarship Committee, are entitled to some financial assistance, will receive aid in the form of a loan. Such loans will not bear interest while the boy is at Andover, but interest at the rate of 3% per annum will be charged from the time of his graduation. Under normal circumstances repayment of the loan starts four years after the boy's graduation from Andover, at a time when, presumably, he has finished college. Normally, all awards of $500 or less will be made as loans. In some special cases loans for larger amounts may be arranged; in others, the award may occasionally be part outright grant and part loan.

The Committee requires the parents of all boys applying for financial aid to submit a complete report of their financial condition, which is kept confidential. All boys on the Scholarship List are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of, and deserve, the opportunities that they enjoy.

Every scholarship boy is expected to perform some useful service for the school in partial return for the aid he has received. Accordingly, the Bureau of Self-Help exercises control over all student employment, such as campus concessions and work in the various departments of the school. The revenue anticipated from such work is included in the overall scholarship budget. Although the boy can, in addition, find odd jobs about the school that will help him with his pocket money, he should not expect to earn any significant sum.

A wide range of prizes is open for competition. A complete description of each prize, together with the names of last year's winners, appears on pages 76-84.

THE ANDOVER SUMMER SESSION

Dating from 1942, the Andover Summer Session (six weeks), now co-educational, is an integral part of Phillips Academy. In 1965 its enrollment was 440 boys and girls; the faculty numbered 98. The ideal of the Summer Session is to be a national public summer school. Ranging in age from thirteen to eighteen and coming from most of the fifty states and from many foreign countries, the students have widely diverse geographical, economic, and social background. A few of them, already admitted to the regular session, are strengthening their preparation. The great majority, some already admitted to college, come to the Andover Summer Session from public high schools to combine the experience of boarding-school life with the opportunity for serious study in a field of special interest. Scholarship and travel grants are made on the basis of need.

The purpose of the Andover Summer Session is to provide an opportunity for serious study to able and qualified students. Some courses, such as beginning language courses, concentrate on the acquisition of basic skills in a conventional manner. Many courses, wholly unlike those offered in the regular secondary-school curriculum, offer an academic experience in depth that cannot be obtained otherwise. A special feature of the Summer Session is that no academic credit is offered for any course, and little emphasis is placed on grades. A student normally takes 18 course hours a week; a major course meeting twelve hours a week, and a minor course in English composition meeting six hours a week. In addition, a particularly able student may elect an optional six-hour minor course.

The twenty-fifth annual Andover Summer Session will open on Wednesday, June 29, 1966, and will close on Thursday, August 11. The Summer Session publishes its own catalogue, which may be obtained by writing to the Director of the Summer Session, Phillips Academy, Andover, Massachusetts.

SCHOOLBOYS ABROAD

Schoolboys Abroad, a program conducted during the school year in Barcelona, Spain, forms an integral part of the curriculum of Phillips Academy, Andover, and of the Phillips Exeter Academy, Exeter, N. H., and as such is a joint educational venture of the two academies. Its purpose is to provide for qualified secondary school Upper Middlers (11th graders) a year of intensive study of the Spanish language and culture, while at the same time they carry a full academic program. The program is open to boys from any accredited secondary school. If the student satisfactorily completes the course, it is expected that he will return to complete his Senior year at the school he was previously attending.

Candidates must have completed a minimum of two years of study of secondary school Spanish. The curriculum of the program parallels that normally available in college preparatory schools in the United States (with the omission of laboratory science). The courses in European History, Spanish language, and Modern Spanish Literature are taught entirely in Spanish by three outstanding native teachers. The remaining courses are taught in English by two experienced members of the faculty of Phillips Academy, Andover, and/or of The Phillips Exeter Academy. One of the chief objectives of the Spanish courses in particular, and of the program as a whole, is thorough preparation for honors work in the Senior year. Such preparation is ideally suited for those boys whose interest in Spanish is such that they may seek Advanced Placement in that subject.

Courses are conducted in facilities of the Instituto de Estudios Norteamericanos, Via Augusta, 123, Barcelona, Spain. The boys live individually in Spanish homes throughout the city.

Schoolboys Abroad publishes its own catalogue, which can be obtained by writing the Executive Officer, Schoolboys Abroad, 16 School Street, Andover, Mass.

ADMISSIONS

GENERAL POLICY

PHILLIPS ACADEMY assumes that no boy will be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. The Constitution of the Academy states, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the Admissions and Scholarship Committee selects each year from approximately seventeen hundred candidates the two hundred and seventy most promising and deserving boys, even though many of them are unable to pay the full $1800 all-inclusive fee. The academy calls this its "M. Q." or "Most Qualified" program. Thanks to the generosity of a large number of alumni and other friends, over $300,000 is available in 1966 to provide financial assistance for those who are judged eligible strictly on the basis of need.

The basic requirements for admission to Phillips Academy are evidence of sound character and a strong school record. Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Tests (see page 43). Of considerable importance also is the candidate's relative physical, social, and emotional maturity. Because the Academy receives applications from many more qualified boys than it can admit, it must make selections on a competitive basis, with emphasis on character, personal qualifications, and promise.

The closing date for receiving applications (except for postgraduate candidates) varies from year to year. In 1965 it was January 20. Strong priority is given to those candidates who complete the full admissions procedure by January 15. It is particularly important to take the December 11, 1965 administration of the Secondary School Admission Tests.

Boys are admitted annually to each of the four classes. The best class for a boy to enter depends on his own maturity and needs. Experience indicates that success depends not on the class entered but on a boy's readiness and commitment.

A limited number of postgraduates are admitted each year. They are treated in all ways as full-fledged members of the Senior Class.

Financial Aid

The basic policy is described above. See page 38 for details.

PROCEDURE IN APPLYING

For priority consideration, applicants must by January 15 of the year of proposed admission:

1. Have a personal interview.
2. Complete all forms described below.
3. Take the Secondary School Admission Tests (College Board Scholastic Aptitude Test or Preliminary Scholastic Aptitude Test for Senior Class candidates).

Application Forms

In applying for admission to the Academy the parent or guardian should submit the Preliminary Application Form and Geographical Card at the back of this catalogue.

A fee of $10.00 is required of all candidates. A check or money order, payable to the Trustees of Phillips Academy, should accompany the application. The fee is not returnable.

On December 1st before the September of proposed admission, a *final* application form is sent to each parent or guardian who has filed a preliminary application and who has indicated continued interest in response to a form letter mailed on October 1. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school being attended by the applicant, with the request that it be completed *entirely* and returned directly to the Phillips Academy Admissions Office as soon as possible. Since applications received after January 15 do not receive the highest priority, parents must be sure that the school does forward the application promptly.

Personal Interview

An interview is required of all students. The interview should take place by December 15 of the year prior to intended matriculation. If a candidate cannot arrange to visit the Academy, he or his family should make an appointment with the most conveniently located Alumni Representative, as listed starting on page 92 of this catalogue. In either case, appointments should be made in advance, preferably by telephone when distance is not great. Attention is called to the Academy office hours listed on page 17. Calls made to the Admissions Office should be directed to the Secretary to the Director of Admissions at 617–475-3400. In order to provide ample time for the decision-making process, it may not be possible to grant interview appointments at the Academy between January 15 and March 15. Appointments with an alumnus should be made directly with the man himself, not through the Academy office.

In the event a candidate is unable to fulfill the interview requirement either in Andover or with an Alumni Representative, he should write the Admissions Office for instructions.

Letters of Recommendation

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. The blue form should be given to the boy's current English teacher, the yellow to his current mathematics or science teacher, and the white to his last year's English or social studies teacher. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate.

Additional reference letters from any source are welcome, but not required.

Student Questionnaire

Each applicant is asked to complete a detailed questionnaire supplied with the final application form. He will be given the opportunity to enumerate the group (and individual) activities in which he has taken part. Among other things, he may be asked to write a paragraph or two on some assigned topic. He should not receive any help in meeting this requirement. The questionnaire should be sent promptly to the Admissions Office, but separately from the final application form.

Admission Tests

The Secondary School Admission Tests are required by all but candidates for the Senior Class. It is particularly important to take the December 11 administration of the tests even though the candidate has taken them previously. They will be given on that day by Educational Testing Service at centers throughout the United States and many foreign countries. The tests will be given also on February 5 and April 2, 1966, but the Academy can hold out little hope of providing room for boys who take them in February, and no hope at all for those who wait until April. The February and April dates can be used to provide a "trial run" for 1967 candidates.

Each applicant must complete a special form (supplied with the "Bulletin of Information for Candidates") and be sure that it reaches the Educational Testing Service by the deadline dates listed in the Bulletin. The cost is $7.00 ($10.00 for candidates at foreign centers), payable to the Educational Testing Service. A "Bulletin of Information for Candidates" will be sent to all 1966 candidates who have filed the Preliminary Application Form. Other applicants may obtain them by writing to Secondary School Admission Tests, Educational Testing Service, Princeton, New Jersey.

Special preparation or tutoring for the admission tests is neither necessary nor advisable, but a regular program of general reading, perhaps a book a week beyond school requirements, betters performance on the verbal sections. Though sample tests are not available, the "Bulletin of Information for Candidates" contains a few typical questions.
questions.

Candidates for the Senior Class must take the College Board Scholastic Aptitude Test, preferably the current December or January series (or the Preliminary Scholastic Aptitude Test if an eleventh grader), and request the College Board in writing *after* the test date to send Phillips Academy the results of *all* Board tests taken. A check or money order for $1.00 should accompany the request.

Action and Deposit

By agreement with a number of schools, candidates will not receive official notice of admission earlier than February 15, and parents will not be required to confirm the admission, by deposit or otherwise, before March 15. However, as soon as a boy hears favorably from his first-choice school he is strongly requested to notify immediately that school and all others to which he has applied. This action will enable schools to release more letters of admission to waiting candidates.

Phillips Academy candidates for 1966 may expect notification of action as soon as possible after February 15, and certainly by March 15, on all fully completed applications. Successful candidates who decide to accept their admission are required to pay a nonreturnable deposit of $50.00 (to be credited on the first school bill).

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory school record in every respect.

Placement Examinations

Applicants who have been admitted to the Academy, and who have thereafter paid the required deposit, will normally be expected to write subject-matter placement examinations on or about Friday, May 13. The Admissions Office may exempt boys with outstanding records and Secondary School Admission Test results from all or part of this requirement. Those who do not live within commuting distance of Andover may write the examinations at their local schools.

Preparation for the Placement Examinations

While no special preparation for the admission tests is expected, outside study or tutorial assistance in anticipation of the placement examinations will usually be helpful. Sample placement examinations are supplied without charge by the Admissions Office upon receipt of the $50.00 deposit confirming acceptance of admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes, and to those upper class candidates who are currently studying the first year of Latin, French, Spanish, or Russian, the National Association of Independent Schools, 4 Liberty Square, Boston 9, Massachusetts, publishes each year, for $2.00 postpaid, a pamphlet entitled "*Definition of the Requirements for 19—.*" The pamphlet contains detailed subject-matter requirements in English, Mathematics, Latin, French, Spanish, and Russian for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the National Association of Independent Schools pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy encourages but does not require the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students in early August, in the order in which their admission applications are filed. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 31-32 for the Academy's regulations regarding immunization against certain infectious diseases.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Attainment in their studies will be estimated from placement examinations in English and mathematics. Normally, the mathematics examination will cover arithmetic and some elementary algebra, but a boy whose eighth-grade course is a standard first-year, high-school algebra course should write instead the paper for entrance to Mathematics 2.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying one should write the appropriate placement examination.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra, in English, and in foreign languages currently being studied. The work is described on pages 52-75. In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language, which will be sent upon request without charge. Extra preparation may be advisable. Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to English 3 or English 4. Placement examinations for entrance to the second- and third-year levels of a foreign language will be required of candidates planning to continue the language at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, that cover the work of the Academy's lower years. Candidates who have taken College Boards should request the Board in writing *after* the test date to send the results to the Phillips Academy Admissions Office. A check or money order for $1.00 should accompany the request.

Postgraduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They must take the College Board Scholastic Aptitude Test, preferably the current December or January series, or the Preliminary Scholastic Aptitude Test, and request the College Board in writing *after* the test date to send Phillips Academy the results of all Board tests taken. A check or money order for $1.00 should accompany the request.

COURSE OF STUDY

THE CURRICULUM of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

Two additional descriptions of the Andover curriculum, namely, "Planning a Program of Studies at Andover" and "The Andover Honors Program," are available upon request.

See pages 52-75 for descriptions of all courses.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English
3 units of mathematics
3 units of one foreign language, either ancient or modern
1 unit of history, normally American
1 unit of laboratory science
* ½ unit of ancient history in the Junior year
* ½ unit of elementary science in the Junior year
3 units of elective courses
Bible in the Lower Middle year
Art or Music in the Upper Middle year
An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)	*Periods a week*
English 1	5
Mathematics 1	5
Foreign Language 1	5
History 1	3
(or a second foreign language replacing History and Elementary Science)	
Elementary Science	3
Total	21

Lower Middle Year (10th grade)	
English 2	4
Mathematics 2	4
Foreign Language 2	5
*Elective (major)	4 or 5
Bible 1	2
Total	19–20

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* Qualified boys may take a second foreign language in place of these two minor courses.

* One elective major in three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

Upper Middle Year (11th grade)	*Periods a week*
English 3	4
Mathematics 3	5
Foreign Language 3	4
*Elective (major)	4 or 5
Art or Music	2
Total	19–20

Senior Year (12th grade)	
English 4	4
History 4 (American)	5
*Elective (major)	4 or 5
*Elective (major)	4 or 5
Elective (minor)	2
Total	19–21

Elective Majors

English 5
Greek 1, 2, 3, 4
Latin 1, 2, 3, 4, 5
French 1, 2, 3, 4, 5, 6
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4, 5
Russian 1, 2, 3, 4
Chinese 1, 2
Japanese 2
Biology
†Chemistry
†Physics
†Mathematics 4, 4c, 5, 6
†Art Major
†Music Major
†Religion
‡History 2
†History 3

No credit is given for less than a two-year sequence in any foreign language.

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified Juniors in mathematics, French, and Latin; and to Seniors in German, French, Greek, Russian, and Spanish.

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* One elective major in three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

† Normally for Upper Middlers and Seniors only.

‡ Not permitted after the Lower Middle year.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in mathematics, Latin, and the modern foreign languages, designed to cover four years' work in three or five years' work in four; and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

Independent Projects for Seniors

With the approval of a faculty committee, a Senior may undertake a special project of independent work under the supervision of a member of the faculty in one of three ways: (1) for the Winter or Spring Term, in place of required athletics, (2) for the Spring Term, in place of the Senior elective minor, or (3) for the whole year, in place of the Senior elective minor.

Elective Minors (Mainly for Seniors)

English 5: Composition
English 5: Literature
Public Speaking
Studio Art
Advanced Studio Art
Chorus
Concert Band
Instrumental Lessons
Harmony
Introduction to Music
Orchestra

Politics of International Relations
Introduction to Asia

Ethics
Philosophy

Mathematics L
Mathematics S
Mechanical Drawing
Navigation

Biology S
Chemistry S
Anthropology
Physics S

Latin S
Latin H
Greek
French 3m, 4m, 5m
German S
Spanish S

DESCRIPTION OF COURSES

ART

The courses in Art are organized to develop the visual perceptions of all students. The basic course, Studio Art, is normally taken by a boy in his Upper Middle year. He will have the opportunity in his Senior year to pursue his interests in an elective course. Occasional reading assignments, illustrated lectures, and original works of art displayed in the Addison Gallery complement the experience of class and studio.

Studio Art. Two hours. In its emphasis on observation, interpretation, and organization, the course is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours of class work count for two hours credit, with no outside preparation required. Along with continuous drawing exercises and a brief historical survey, the student receives in successive terms two hours a week of experience in photography and three-dimensional construction. Previous experience in art is not required.

Art Major. Four hours. The course includes the Advanced Studio course and, in addition, two hours of lecture and discussion in the history of American Art. It allows a student to combine an interest in the practice of art with an interest in thinking and talking about American culture as a supplement to the regular course in American History.

Advanced Studio. Two hours. Meeting four hours a week in the studio, the course gives the student a chance to pursue interests he may have developed in Studio Art or elsewhere. Such interests may fall into the categories (more fully described below) of painting or drawing, sculpture, photography, architecture, or furniture design and construction. The student has the option of studying each art form for a minimum of one term, although most students prefer to stay with one discipline for the entire year. Studio Art is a prerequisite.

Painting. The student may develop expression in any medium of two dimensional design, such as oils, watercolor, collage drawing. In addition, he is required to perform occasional exercises in an assigned medium (*e.g.*, tempera and gold-leaf). He receives constructive criticism from a practicing painter.

Architecture. A brief introduction to perspective sketching and drafting techniques leads to an attack through assigned problems on some of the elements of architectural design: functional planning, structural articulation, and the overriding problem of relating function and form to human sensibilities. A chance for the student to combine practical interests with an aesthetic and technical discipline.

Furniture Design. Combines all the disciplines related to architecture and applies them to objects we use rather than spaces we use, with the added experience of techniques of furniture construction in the shop with a design point of view related to sculpture.

Sculpture. Offers an opportunity to work in materials available to the sculptor today, such as wood, stone, metal, plastics, plaster. It is, therefore, possible for the student to develop into sculpture concepts already begun in Studio Art, as well as ideas drawn from his own experience. Individual criticism is stressed. A collaborative project with the architectural students is usually arranged in the Winter Term.

Photography uses techniques learned in Studio Art to continue work on individual projects, such as the photographic essay, development of one subject idea, study of lighting, presentation, or still-life material.

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin; but boys interested in literature, archaeology, philosophy, or medicine might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

Greek 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek reader, or from the initial chapters of Xenophon's *Anabasis.*

Greek 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek;* Xenophon's *Anabasis,* ed. Mather and Hewitt (University of Oklahoma Press); and Xenophon's *Hellenica,* Books I and II, ed. Edwards (Cambridge University Press).

Greek 2. Five hours. The second year is occupied with selections from Xenophon's works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation. The texts are Xenophon's *Anabasis* (ed. Mather and Hewitt) and Plato's *Apology* and *Crito,* ed. Dyer and Seymour, (Ginn & Co.).

Greek 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey.* After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read. The texts are Benner's *Selections from Homer's "Iliad"* (Appleton) and Hadley's *Euripides' "Alcestis"* (Cambridge University Press).

Green 4. Four hours. The fall term is devoted to selections from Herodotus, Hippocrates, and Plato; the winter to a play of Sophocles; the spring to selections from the Greek lyric poets.

Greek T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

Greek Composition. See notice under *Latin Composition.*

Latin

Latin 1. Five hours. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin,* by Alston H. Chase.

Latin 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin I Entrance Examination, may be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability. Texts as for Latin 1 and 2.

Latin 2. Five hours. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, but the reading is varied by selections from other Latin prose authors and from simple poetry. There is practice in sight translation and in prose composition. The texts are *An Intermediate Latin Reader,* by William J. Buehner, and John Colby's *Review Latin Grammar.*

Latin 3. Four hours. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. Selections from Vergil and one of the Comedies are read. The text is Allan G. Gillingham's *Latin Reader, Third Year* (Merrill Books).

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin.

Latin 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

Latin L. Two hours. Reading and discussion of the *Odes* of Horace and poems of Catullus, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics, and to their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

Latin S. Two hours. This course, less demanding than Latin H, is designed for boys who have completed Latin 3 and desire to keep in contact with the language through a minor course. The reading is chosen from the First Book of Livy's *Histories,* the poems of Catullus, and the *Menaechmi* of Plautus.

Latin 5. Five hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* are read and the reading of Horace's *Odes* is begun, to be carried on through the second term. In the winter, two Roman comedies are read; and, in the spring, Catullus' poems and selections from Tacitus' *Annals.*

Accelerated Courses. At the end of the first term of Latin 1, students of high ability are offered the opportunity to join an accelerated section, Latin 1X. They will continue in Latin 2X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2X will obtain credit for only two years of Latin.

Latin Composition. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the principal literary types, and wide collateral reading. Classroom teaching is supplemented by conferences. Sections vary in size from ten to fifteen. After the Junior year, particularly able boys may enter honors sections and are encouraged to develop their special literary aptitudes.

In addition to assigned reading, students do collateral reading, guided by the English teacher. In all courses the Department encourages the writing of story, poem, and essay, and sponsors a series of prize competitions to stimulate interest in original writing.

Students who have completed four years of English may elect a major course in American literature (English 5), a minor course in writing (English 5C) or a minor course in contemporary literature (English 5L). A student may take English 5C with English 5L as a major course.

ENGLISH 1. Five hours. The work of the course, both in literature and composition, concentrates on narration and description. It does not include a study of formal grammar, though it treats practical matters of form and usage as necessary. A study of the growth of language, word formation, and etymology is part of the course. Whenever possible, the writing of non-expository themes corresponds with the literature under study, for example, the writing of fables along with the study of Aesop.

Representative texts: *A Book of Short Stories, The Tempest, Huckleberry Finn, Animal Farm, Lord of the Flies, Aesop's Fables, Narrative Poems.*

ENGLISH 2. Four hours. The course concentrates on expository writing and on the acquisition of a critical and analytical vocabulary to be used in the study of the novel, short story, drama, poetry and the essay. All sections study generative and transformational grammar.

Representative texts: *Composition of the Essay,* by Hyde & Brown, *Great Short Stories,* ed. Schramm, *Henry IV (Part I), The Oxbow Incident, The Red Badge of Courage, Sound and Sense,* by Perrine.

ENGLISH 3. Four hours. English 3 and English 4 form a two-year sequence studying a group of major English and American literary works. A student who completes the two courses should have both a sense of the chronology of English and American literature and a sound reading background. Both courses place equal stress upon the study of literature and upon composition, both analytical and non-expository.

Read intensively by all students: *The Odyssey, Macbeth, Gulliver's Travels,* Milton, Pope, Wordsworth, Keats, Hardy. Other authors often studied: Fielding, Sheridan, Coleridge, Dickens, Thackeray, Melville, Tennyson, Browning, Arnold, Ibsen, Shaw, Arthur Miller.

ENGLISH 4. Four hours. The course continues and completes the sequence begun in English 3, requiring greater maturity and a higher level of sophistication than English 3.

Read intensively by all students: *The Oedipus Cycle, Hamlet,* the metaphysical poets, Eliot, Hemingway, Fitzgerald. Other authors often studied: Chaucer, Jonson, Hawthorne, Twain, Conrad, Joyce, Faulkner, Yeats, Frost, O'Neill.

ENGLISH 3X. Four hours. A course for particularly able students who wish to do the required work of English 3 and 4 in one year and thus qualify for specialized work in English in their senior year. Students who complete English 3X must take another major English course.

ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise (as by the completion of English 3X) demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature,* edited by Ellis, Pound, Spohn, and Hoffman.

ENGLISH 5C. Two hours. An elective course in which the students write at least once a week and submit at least one finished work at the end of each term. Class hours are spent chiefly in the analysis and discussion of work submitted by members of the class.

ENGLISH 5L. Two hours. An elective course devoted to reading, discussing, and occasional writing about contemporary literature, chiefly fiction. Representative authors: Agee, Albee, Baldwin, Bellow, Camus, Cheever, Cummings, Ellison, Greene, Kafka, Katzanzakis, Lowell, Updike, E. B. White.

ETHICS

ETHICS—PERSONAL AND SOCIAL. Two hours. An elective course for Upper Middlers and Seniors. Readings are from ancient and modern systems of ethical thought. Consideration of attitudes, values, and codes of conduct bearing on such subjects as individual freedom, property rights, the home, the family, the community, individual integrity, and social responsibility.

HISTORY

The courses in history have two purposes. They are arranged to provide information in company with other subjects; they are developed consecutively to give increasing experience in precision of thinking and to train students in the logical expression of what they know. The system of courses is scaled during the first year to the potentialities of the younger students, stressing the topical approach; it becomes increasingly mature and analytical during the succeeding years.

HISTORY 1. IDEAS IN MOTION. Three hours. The course is designed to provide Juniors with a series of stimulating examples of man's development and culture. The focal point is man's experiences and ability to adapt circumstances to his needs, to work with others for common purposes. With this objective, the course shows man in several environments: Man and the Land—Geography; Man's Entrance into History—the River Civilizations; Man Makes a Living—Economics; Man Organizes with Others—Government; Man Tries to Understand the Unknown—Religion; Man Resorts to Force—War; Man Utilizes Nature—Science.

The contribution of ancient civilizations is usually the starting point of each topic, which is carried through to modern times. By this technique the boy is able to relate his work to some degree to his own experiences. Lectures on aspects of specific topics are occasionally given to prepare the boy for later work in this method.

Each topic is approached through textual and supplementary readings, class discussions, and training in essay writing. Illustrative material—films, slides, displays—is used wherever possible. Students are encouraged to pursue their own special historical interests through reports, papers, and projects.

Text: Wallbank and Taylor, *Civilization Past and Present* (Scott Foresman). Supplementary books: Smythe and Brown, *Elements of Geography* (Macmillan); the editors of *Life, The Epic of Man* (Time); Davis, *A Day in Old Athens* (Allyn & Bacon); Burlingame, *Machines that Built America* (Signet Key); Bradley, *A Guide to the World's Religions* (Prentice-Hall); Butterfield *et al, A Short History of Science* (Doubleday Dolphin); Pratt, *Battles that Changed History* (Doubleday Anchor).

History 2. Men and Great Issues of History. Four hours. For Lower Middlers, the course is a study of outstanding people and significant events in the history of Europe.

The course introduces the student to historical concepts, relations, and problems. The student learns the disciplines of outlining, notetaking, map reading, defining, analyzing, and organizing evidence to prove generalizations. The textbook is used as background material, usually in conjunction with a weekly assignment of a biography or a description of an important historical event. The course examines the interplay of the influence of people upon their times and the influence of events upon a country or a period of history. Representative topics: Medieval people in Western Europe; Thomas Becket and the struggle between state and Church; Michelangelo and the Renaissance; Martin Luther and the Reformation; Christopher Columbus and the Age of Exploration; Elizabeth I and the rise of the national state; Richelieu and absolute monarchy; Louis XIV and the Golden Age; Peter the Great and the emergence of Russia; Robespierre and the French Revolution; Gladstone and British reform.

Films and slide tapes are often shown. Members of other departments lecture in their special fields.

Text: Brinton, Christopher & Wolff, *A History of Civilization*, (Prentice-Hall). Supplementary books: E. Power, *Medieval People* (University Paperbacks); J. Anouilh, *Becket* (Coward-McCann); R. Bainton, *Here I Stand, A Life of Martin Luther* (Mentor); M. Waldman, *Queen Elizabeth*

(Collier Books); S. Morison, *Christopher Columbus, Mariner* (Mentor Books); C. V. Wedgwood, *Richelieu and the French Monarchy* (Collier Books); W. H. Lewis, *The Splendid Century* (Anchor); I. Stone, *The Agony and the Ecstacy* (Signet Books); B. H. Sumner, *Peter the Great and the Emergence of Russia* (Collier Books); J. M. Thompson, *Robespierre and the French Revolution* (Collier Books); F. Birrell, *Gladstone* (Collier Books).

HISTORY 3. MODERN EUROPE. Four hours. For Upper Middlers, the course is a background survey from the 15th century to the end of the 18th century, and an intensive study of events and periods from the French Revolution to the present day. The course is chronological and deals with significant issues. The Development of Absolutism; Constitutionalism; Problems of the Balance of Power; the French Revolution and the Napoleonic Empire; Rise of the Middle Class; the Challenge of Socialism; Imperialism of the 19th Century; the Germany of Bismarck; the Diplomacy of World War I and the Peace Settlement; the Russian Revolution and the Soviet Union; the Dictatorship and Politics of Fascist Italy and Nazi Germany; World War II and the Search for Security; the Cold War; Issues of Foreign Policy of the United States and the Soviet Union.

The course prepares qualified students for the Advanced Placement examination in European History.

Texts: Palmer & Colton, *A History of the Modern World* (Knopf); Goldwin Smith, *A History of England* (Scribner); Hall & Davis, *The Course of Europe Since Waterloo* (Appleton-Century); Black & Helmreich, *Twentieth Century Europe* (Knopf); David Thomson, *Europe Since Napoleon* (Knopf); H. S. Hughes, *Contemporary Europe: A History* (Prentice-Hall). Supplementary readings: L. B. Packard, *The Age of Louis XIV,* (Holt); J. H. Plumb, *England in The Eighteenth Century* (Pelican); G. LeFebvre, *The Coming of The French Revolution* (Vintage); R. L. Heilbroner, *The Worldly Philosophers* (Simon and Schuster); H. Holborn, *The Political Collapse of Europe;* E. H. Harbison, *The Age of Reformation* (Cornell); Voltaire, *Candide* (Bantam); R. L. Heilbroner, *The Future as History* (Prentice-Hall). Readings and documents in European History are edited and supplied to the students by members of the department.

HISTORY 4. THE UNITED STATES. Five hours. For Seniors, the course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed. Students with a satisfactory average may with permission elect to write a paper in lieu of the final examination.

Texts and reference works:

General: Morison and Commager, *The Growth of the American Republic;* Randall, *The Civil War and Reconstruction;* Hacker and Kendrick, *The United States Since 1865;* Mitchell and Mitchell, *American Economic History;* Malone & Rauch, *Empire for Liberty;* Blum, *The National Experience.*

Source Books: Commager, *Documents of American History;* MacDonald, *Documentary Source Book of American History;* Evans, *Cases on American Constitutional Law* (Fenwick Edition); Bartlett, *The Record of American Diplomacy.*

Special Histories cited frequently throughout the Syllabus: Baily, *A Diplomatic History of the American People;* Bemis, *A Diplomatic History of the United States;* Swisher, *American Constitutional Development;* Kelly and Harbison, *The American Constitution;* J. W. Pratt, *History of U. S. Foreign Policy;* D. Brogan, *Era of Franklin D. Roosevelt;* H. U. Faulkner, *From Versailles to the New Deal;* Allis, *Government Through Opposition;* Frederick, *Slavery and the Breakdown of the American Consensus;* Ganley, *The Progressive Movement;* James, *The Supreme Court in American Life;* Lyons, *Idealism & Realism in Wilson's Peace Program; Presidential Power in the New Deal;* Nettels, *The Roots of American Civilization;* Van Deusen, *The Jacksonian Era;* Winks, *The Cold War;* Degler, *Out of Our Past.*

Special historical works cited at appropriate places in the Syllabus: The Bassett, Turner, McDonald and Dunning volumes of the older *American Nation Series;* Nettles, *The Roots of American Civilization;* Miller, *The Origins of the American Revolution;* Corwin, *John Marshall and the Constitution;* Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt;* Allen, *Lords of Creation;* Corwin, *The Constitution and What It Means Today;* Mason & Leach, *In Quest of Freedom;* R. Hofstadter, *American Political Tradition.*

HISTORY 5. POLITICS OF INTERNATIONAL RELATIONS. Two hours. An elective course for Seniors. The emphasis is upon the politics of 20th-century nations and their effects upon United States foreign policy and international relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the causal relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas; Modern Europe; the Soviet Union; China; Emerging Africa; Latin America; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings will be selected from Overstreet, *What We Must Know About Communism;* Crossman, *The God That Failed;* Benton, *The Voice of Latin*

America; White, *Thunder Out of China;* Shepherd, *Politics of African Nationalism;* Osgood, *Alternative to War or Surrender;* Fulbright, *Prospects for the West;* Fulbright, *New Myths and Old Realities;* Essays, *The Conservative Papers;* Herzog, *The War-Peace Establishment.*

HISTORY 6. AN INTRODUCTION TO ASIA. Two hours. Open to Upper Middlers and Seniors. It is the purpose of the course to introduce the American student to Asia through study and critical examination of the histories of China and Japan. This approach does not, nor can it profitably, exclude consideration of Asia's classical civilization; but it does tend to place major emphasis upon the past century and a half. Topics covered include The Roots of Chinese and Japanese society, the Western Impact upon Asia, China's and Japan's Response to the West, the Rise of Asian Nationalism, Japan as a World Power, the Rise of Mao and the Chinese Communists, Asia in World War II, United States Policy in Post-War Asia.

The course consists of reading, lectures, class discussion, map exercises and work projects. Textual material and supplementary readings are taken from such works as Michael and Taylor, *A History of the Far East in Modern Times;* Reischauer, E. O., *Japan Past and Present;* Fairbank, J. K., *The United States and China.*

MATHEMATICS

The courses in mathematics have two purposes. The first is to give the student at each level an appreciation of the mathematical structure and thus of the essential aesthetic quality of the mathematical field in which he is working. The second but equally important purpose is to assure a boy a command of the appropriate technical skills without which he cannot go on in higher courses in school or college. Each year constant and consistent problem work helps to make concrete the abstract ideas of mathematics. Each year an attempt is made to give the student an idea of the way in which mathematical ideas grow by repeated abstraction and generalization from the physical phenomena with which he is familiar.

Thus the study of algebra begins with the properties of the natural numbers of arithmetic and progresses to the study of the integers, the rational numbers, the irrational numbers and an introduction to the real and complex numbers. An introduction to the concept of proof in simple algebraic and geometric situations is made early in the first two years. Later these ideas are sharpened and extended in both fields. A basic concern with relations and functions of numbers paves the way for a systematic study in the last two years of a variety of continuous and discrete functions.

Besides its regular sequence of courses the Department provides accelerated and advanced courses for those boys able and willing to move faster than normal.

MATHEMATICS 1. First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Johnson, Lendsey and Slesnick's *Modern Algebra, First Course* (Addison-Wesley).

Mathematics 1A. Five hours. A course for boys who have had approximately a half year of algebra in the eighth grade. At the end of the fall term, qualified boys are invited into the newly formed sections of Mathematics 1X. Texts are the same as those in Mathematics 1.

Mathematics 1X. Five hours. A course for very able students who wish to begin an accelerated program in mathematics. It is formed at the end of the fall term of boys in Mathematics 1A. If followed by Mathematics 2X, it enables a student to enter Mathematics 4 in his third year. A major portion of geometry will be covered. Texts are the same as those in Mathematics 1 and 2.

Mathematics 2 Special. Five hours. A course designed for Juniors and those entering Lower Middlers who have had a full year of algebra but have not covered well enough such topics as inequalities, the postulates and elementary structure of algebra, number systems, etc., to be fully ready for Mathematics 2. After special review in such phases of algebra, thet course undertakes the regular work of Mathematics 2, completing it by the end of the year. Texts used will be the same as those in Mathematics 1 and 2.

Mathematics 2. Geometry. Four hours. This course covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, the natural extensions to solid geometry are made. At the end of the year the student will have a knowledge of methods of proof and of geometrical facts and concepts in both two and three dimensions. Text: Moise, Down's *Geometry* (Addison-Wesley).

Mathematics 2XA. Five hours. The prerequisite for the course is Mathematics 1X. Work in geometry is continued and that of Mathematics 3 is undertaken. Students who finish the course satisfactorily are in general required to take one more year of mathematics (usually Mathematics 4, in rare cases Mathematics 4C) to fulfill the school's diploma requirement. Texts used are those of Mathematics 2 and 3.

Mathematics 2XB. Five hours. An accelerated course enabling a boy starting in Mathematics 1 to have an opportunity to take the calculus without sacrificing the work in Probability and Linear Algebra of Mathematics 4. With Mathematics 4X it provides a sequence that by the end of the Upper Middle Year completes Mathematics 2, 3, and 4. Mathematics 2XB is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2XB and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior Year. The texts are those of Mathematics 2 and 3.

Mathematics 3. Five hours. Algebraic analysis and elementary trigonometry. The course continues the work in the algebra of real numbers begun in Mathematics 1. It extends and develops the ideas of mathematical structure and methods of proof met in Mathematics 2. It emphasizes the study of the elementary functions: algebraic, exponential, logarithmic and trigonometric. It also covers the elements of analytic trigonometry. Texts: Vance's *Modern Algebra and Trigonometry* (Addison-Wesley).

MATHEMATICS 3G. Five hours. A course in geometry for entering students who have had two years of algebra. The course strengthens the student's background in algebraic analysis and in trigonometry to correspond to the work done in Mathematics 3. The texts are those of Mathematics 2 and 3.

MATHEMATICS 4. Five hours. The regular senior course in Mathematics. It will consist of work in elementary probability and statistics, linear algebra, and limits of simple series and sequences. Besides opening up fields of mathematics increasingly important for industrialists and social scientists, the course will increase a boy's mathematical maturity and will lay a strong foundation for study of the calculus in college or in Mathematics 5. Entering students who have not had trigonometry will be placed in a special section. Texts: Mosteller, Rourke and Thomas' *Probability* (Addison-Wesley); Kelley's *Modern Algebra* (Van Nostrand).

MATHEMATICS 4C. Five hours. A course in analytic geometry and the calculus open to selected students who have finished Mathematics 3 or 3G and for whom an early start in calculus is justified by their need for it in their study of physics and chemistry. The course will move somewhat more slowly than Mathematics 5 because of the lower mathematical background of its students, but by the end of the year, most of the boys should be ready for the Advanced Placement Examination in the Calculus. Text: Protter, Morrey's *Calculus and Analytic Geometry* (Addison-Wesley).

MATHEMATICS 4X. For details of the course see the description of Mathematics 2XB above. Completion of Mathematics 4X meets the college requirements for four units of mathematics.

MATHEMATICS 5. CALCULUS WITH ANALYTIC GEOMETRY. Four hours. The course corresponds to the introductory course in calculus given in many colleges and universities. It is open to those who have completed the regular four-unit sequence in secondary school mathematics. Completion of the course offers a student the opportunity to qualify for advanced placement in college mathematics. Text: Protter, Morrey's *Calculus and Analytic Geometry* (Addison-Wesley).

MATHEMATICS 6. INTRODUCTION TO ALGEBRAIC STRUCTURES AND ELEMENTARY ANALYSIS. Four hours. A course for boys who have completed a year of calculus. It is designed to give students a deeper understanding of the basic concepts of elementary calculus, an introduction to modern algebra, and a background in those topics of linear algebra useful in advanced calculus. Texts: McCoy's *Introduction to Modern Algebra* (Allyn and Bacon), Anderson and Hall's *Sets, Sequences, and Mappings* (Wiley).

MATHEMATICS L. AN INTRODUCTION TO MODERN ALGEBRA. Two hours. An elective course open to Seniors who have finished at least three years of mathematics. It may be taken simultaneously with either Mathematics 4, 4C or 5, since it does not duplicate but supplements the work done in those courses. The purpose of the course is to provide an introduction to systematic development of algebraic structures that include groups, rings, fields, and vector spaces; and to study those topics most useful in the applications of Modern Algebra to other branches of mathematics. Text: McCoy's *Introduction to Modern Algebra* (Allyn and Bacon).

MATHEMATICS C. PROGRAMMING AND USE OF A COMPUTER. Two hours. An introduction to the use of computers in mathematics, science, engineering, medicine, business, and other fields. A study of what the computer can and cannot do. The course is both theoretical and practical. Programs written by the student may be tried on a large-scale computer available at all times through a teletype machine located in the classroom. The course will also consider elementary machine language and simple compiling languages.

MECHANICAL DRAWING

Two hours. A technical drawing course, which includes the use of drawing instruments and the study of geometric constructions, orthographic projection, descriptive geometry, spacial relations, isometric and oblique pictorial projections, developments, assembly and detail engineering drawings. Special stress is placed on a thorough mastery of fundamental concepts and skills. Students of special ability are given an opportunity to do more advanced work in a related field of their choice. The text is French and Vierck's *Graphic Science*, supplemented by motion pictures.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for admission to college. For graduate study, and particularly for the Ph.D. degree, French and German are frequently required.

Chinese

CHINESE 1A. Four hours. Open to Upper Middlers who will be expected to continue with Chinese 2A in the Senior year. The program does not require summer study (see Chinese 2 below), but such study may be encouraged, particularly following the Senior year. The combined Chinese 1A and 2A, devoted to both the oral and the written language, prepare for advanced work at the college level.

CHINESE 2. Four hours. Open to Seniors who have successfully completed Chinese 1A or the eight-week summer course of Chinese Language (Chinese 1) at the Institute of Asian Studies for College Preparatory Students. The Institute, of which Phillips Academy is an Associated Member, holds its summer session at Thayer Academy, Braintree, Massachusetts. Chinese 2 works toward increased mastery of the written and oral language in preparation for advanced work at the college level.

French

The French Department offers a five-year course of study. The first four are devoted to teaching the students to understand and to speak the language as well as to read and write it. The methods employed parallel as closely as possible the natural order of language learning: hear it first, then say what you have heard, next read and, finally, write. Pronunciation, articulation, rhythm and fluency receive constant emphasis throughout each year. At no time does the Department teach the art of translation. French is used exclusively in the classroom, at all times and under all circumstances, and from the very first day. In the fifth year, students take a Freshman-level course, a survey of French literature and the study of key writings from French classical authors, in preparation for the Advanced Placement examination.

Students who demonstrate unusual aptitude for and interest in the language during their first term of study are invited to enter special "X" sections which move ahead more rapidly without demanding more time. Those who successfully complete this accelerated course of study receive four units of credit after three years of study. There is also a special fourth-year class for gifted students which prepares for Advanced Placement. Thus certain students are able to do college-level work after only three, and sometimes only two, years of study.

French 1. Seven hours. The course has no books. The students see no French, nor do they read or write it. Classes, limited to 15, meet seven times a week, with two different instructors, and are expected to spend two hours a week working with records and tapes. The goal is to acquire listening comprehension and the basic patterns of French speech. The method is the adaptation of FLES methods to older students.

French 1-2. Five hours. For new boys who do not qualify for French 2, yet who have too much French to start again at the beginning. At the end of the first term, those who find the pace too swift drop back to French 1A. Those who successfully complete the course enter French 3 the following year. Texts: Mauger, *Cours de langue et de civilisation françaises*, Book I, and the *Anthologie*, a collection of French stories, both past and contemporary, which has been compiled by the members of the Department.

French 1-2 S. Six hours. Restricted to Seniors who have not previously studied the language. The course covers the work of the first two years of the normal sequence.

French 1A. Five hours. For new boys whose knowledge of French is too slight to qualify for admission to French 1-2, yet who have had too much to start over again. The course emphasizes development of the aural-oral skills and prepares for French 2A the next year.

French 2. Five hours. While continuing to develop the audio-lingual skills, the aim in the second year is to teach reading, to develop the ability to understand non-technical French prose without recourse to translation. Besides the X sections for the most able, there are regular sections for those who have begun their French at Andover; "A" sections for those who come from other schools but have been taught by audio-lingual techniques, and also for those who have completed French 1A; and "B" sections for new students who have had enough French to qualify for a second-year course, but who have been taught by grammatical-translation methods. Texts: Mauger, Book II; *Anthologie.*

French 3. Four hours. Continuing to develop the three skills of listening comprehension, speaking and reading, the third-year course also stresses writing and the beginnings of reading for critical analysis. Texts: Langellier, *Précis de Grammaire;* Pagnol, *Topaze;* Aveline, *La Double-Mort de Frédéric Belot;* Gide, *La Symphonie pastorale.*

French 4. Four hours. Primarily a course in language, French 4 introduces the student, through readings in Book IV of Mauger and complete editions of standard French authors, to contemporary French culture as well as to its literature from *La Chanson de Roland* to Sartre.

French 5. Five hours. The course prepares for Advanced Placement. There are two-hour minor courses in French for those whose study programs do not permit a major course: French 3-Minor for those with two units of credit; French 4-Minor for those with three; and French 5-Minor for those with four. There is also a seminar course, both four- and two-hours, French 6, for those who have successfully completed the Advanced Placement courses (French 4H or 5-Major). Those who are in it arrange a special tutorial program with a member of the Department.

Senior French Project. Seniors taking an advanced French course may do apprentice teaching during either the Winter or Spring term. They study the techniques and methods of modern language instruction; and practice, under careful supervision, in beginners' classes.

German

The German Department offers a five-year course with the purpose of developing the ability to understand spoken German, facility in speaking, reading fluency, the ability to write German correctly. The more advanced courses also give an introduction to German literature since the eighteenth century.

From the first meeting, all classes are conducted in German. English is never used as the classroom language.

The Department offers an accelerated course for students who show unusual ability in German 1. After completion of German 2X, these students enter German 4 and receive four units of credit after three years of study.

GERMAN 1a. Five hours. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Texts: Kessler, *Deutsch für Ausländer,* Part I; Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer (Grundstufe)*; Schulz-Griesbach, *Leseheft für Ausländer.*

GERMAN 1b. Five hours. This beginning course makes use of the audio-lingual method to develop the skills of listening and speaking the language. Extensive use is made of tapes and the language laboratory. Text: Holt, Rinehart and Winston, *Verstehen und Sprechen.*

GERMAN 1-2. Six hours. The course is designed for qualified Seniors and Upper Middlers who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2a. Five hours. The systematic study of basic patterns is continued with Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer.* Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read include Kessler, *Kurze Geschichten;* House and Malthaner, *Helles und Dunkles;* Schnitzler, *Der blinde Geronimo;* Kramp, *Das Lamm;* Urbaner, *Das Karessell.*

GERMAN 2b. Five hours. The audio-lingual method of German 1b is continued with special concentration on the development of speaking and reading skills. Text: Holt, Rinehart, and Winston, *Sprechen und Lesen.*

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4, but gives only the same unit credit as German 2.

GERMAN 3. Four hours. Throughout the year grammar is reviewed in Schulz-Sundermeyer, *Deutsche Sprachlehre für Ausländer.* The following texts are read: Dürrenmatt, *Der Richter und sein Henker;* Vessler, *Moderne Dichtungen;* Aichinger, *Der Gefesselte;* Borchert, *Draussen vor der Tür und Ausgewählte Erzählungen.* Emphasis is placed on comprehension, vocabulary building, and written work. In the third term, selected literary prose, drama, and lyric poetry are read and interpreted. Text: Phelps and Stein, *The German Heritage.* Work is also assigned in German newspapers and magazines.

GERMAN 4. Five hours. Introduction to German literature. Through detailed stylistic analysis of a number of outstanding works, the students gain an acquaintance with some of the major authors and most significant trends in German literature since 1750. The works read include Lessing, *Nathan der Weise;* Goethe, *Werther, Urfaust* and *Iphigenie;* Schiller, *Maria Stuart;* Eichendorff, *Aus dem Leben eines Taugenichts;* Heine, *Ausgewählte Gedichte;* Keller, *Kleider Machen Leute;* Rilke, *Ausgewählte*

Gedichte; Mann, *Tonio Kröger;* Kafka, *Das Urteil* and *Vor dem Gesetz.* Qualified students take the Advanced Placement Examination at the end of the course.

GERMAN 5. Four hours. Contents vary according to the needs and interests of the students. Probable texts: Steinhauer, *Deutsche Kultur;* Neuse, *Deutscher Sprachgebrauch.*

GERMAN S. Two hours. For Seniors who wish to continue German as a minor subject. Contents vary according to the needs of the students.

Japanese

JAPANESE 2. Four hours. The course is open to Seniors who have successfully completed the eight-week summer course of Japanese language at the Institute of Asian Studies for College Preparatory Students. The Institute, of which Phillips Academy is an Associated Member, holds its summer session at Thayer Academy, Braintree, Massachusetts. Japanese 2 works toward increasing mastery of the oral and written language in preparation for advanced work at the college level.

Russian

The courses in Russian develop skill in speaking, aural comprehension, reading, and writing. The structure of the language is explained systematically.

RUSSIAN 1. Five hours. An elementary course in speaking, reading, and writing Russian. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); Dawson et al., *Modern Russian I* (Harcourt); *Graded Russian Readers* (Heath). Coordinated drill with tapes in the Language Laboratory. Open to Juniors, Lower Middlers, and Upper Middlers.

RUSSIAN 1-2. Six hours. An accelerated elementary course, presenting the principal features of Russian in one year, with intensive practice in speaking, reading, and writing. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); *Graded Russian Readers* (Heath). Coordinated drill in the Language Laboratory. Open to Seniors and, with the approval of Class Officers, to Upper Middlers with a satisfactory record in another foreign language.

RUSSIAN 2. Five hours. Completion of the elementary course, with continued emphasis on active use. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); Dawson et al., *Modern Russian II* (Harcourt); Katzner, *A Russian Review Text* (Random House); *Graded Russian Readers* (Heath).

RUSSIAN 3. Four hours. Reading, conversation, and writing, based on a variety of authors. The texts include: Poltoratzky, *Russkii Yazyk, Vtoraya Kniga* (Bruce); Katzner, *A Russian Review Text* (Random House); and selected literary editions.

RUSSIAN 4. Four hours. Advanced reading, conversation, and composition. The texts include Turkevich, *Masterpieces of Russian Literature* (Van Nostrand).

Spanish

The Department of Spanish offers a regular sequence, normally of four years, but able students, by accelerating, may take five courses. The aim is to teach the students to understand the language and to speak it fluently. Spanish is used constantly in the classroom. The students are also taught to read and write the language with ease, and are given a comprehensive introduction to the literature of Spain and South America.

SPANISH 1. Five hours. In keeping with the new audio-lingual approach, this course stresses understanding and speaking the Spanish language, with a minimum of English used in the classroom. The Holt series, beginning with *Entender y Hablar,* by LaGrone, McHenry and O'Connor, provides the basic texts. They are supplemented by language laboratory practice and other audio-visual materials. Reading and writing are introduced after the student has acquired considerable oral fluency.

SPANISH 1-2. Six hours. Designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. Texts: *Entender y Hablar* and *Hablar y Leer,* both by LaGrone, McHenry and O'Connor (Holt, Rinehart and Winston), and *El Gesticulador* by Usigli (Appleton-Century-Crofts).

SPANISH 2. Five hours. A continuation course that emphasizes speaking, reading, simple theme writing and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed, in accordance with the principles of the audio-lingual method. The basic text is the second book of the Holt Series, *Hablar y Leer,* by LaGrone, McHenry and O'Connor. Ample language laboratory practice and audio-visual materials reinforce classroom procedures.

SPANISH 2X. Five hours. Open to students who have completed Spanish 1 with honors. It covers the equivalent of the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2. Texts include: *Gramática Española de Repaso,* by Ugarte (Odyssey); *Cumbres de la Civilización Española,* by Giner de los Ríos and García Lorca (Holt, Rinehart and Winston) and *Lluvia Roja,* by Goytortúa (Appleton-Century-Crofts).

SPANISH 3. Four hours. An advanced course, which continues to develop oral and aural skills as well as facility in written composition. Texts (supplemented by additional readings): *Gramática Española de Repaso,* by Ugarte (Odyssey); *Lluvia Roja,* by Goytortúa (Appleton-Century-Crofts); and *El Sombrero de Tres Picos,* by Alarcón (Ginn).

Spanish 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are Ugarte's *Panorama de la Civilización Española* (Odyssey) and del Río's *Del Solar Hispánico* (Dryden) for cultural and historical background, as well as grammatical review. Among the literary works read in the course are *La Barraca,* by Blasco Ibáñez (Macmillan) and *Las Lanzas Coloradas,* by Uslar Pietri (Norton), as well as novels, plays and essays found in such collections as *Biblioteca Clásica Ebro.* The study of poetry is introduced through the reading and discussion of selections from *Poesía Española,* by Marín (Las Americas Publishing Company).

Spanish 5. Four hours. For students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon various periods of Spanish and Spanish American literature, such as *Don Quijote de la Mancha,* the Golden Age Drama, Romanticism, the Novel, etc. Outside reading and written book reports are required. Texts include: *Cuatro Comedias,* edited by Hill and Harlan (Norton), and *Poesía Española,* by Marín (Las Americas Publishing Company).

Spanish S. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college, and is conducted entirely in Spanish. The basic texts are *¿De Qué Hablamos?* by Starnes and Fernández (Appleton-Century-Crofts) and *El Sombrero de Tres Picos,* by Alarcón (Ginn).

MUSIC

The aims of the Music Department are to provide every student with a valuable experience in music and to give him an understanding of the art. Its aims are achieved by the study of theory and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one operetta or musical comedy presented each year.

Chorus, Concert Band, Orchestra. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each course meets four periods a week: two afternoons at 4:15 and two evenings between 6:45 and 7:45. Upper Middlers may take any one of these courses in fulfillment of the diploma requirement in Music or Art. Volunteers, not enrolled in the courses for credit, may join the sessions of such courses as an extracurricular activity.

Introduction to Music. Two hours. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic, classical, and modern schools, including jazz. The subject matter is illustrated with recordings and live demonstrations.

Harmony. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course. Open to Seniors only.

Private Instrumental and Vocal Lessons. Two hours. Weekly instruction in keyboard, orchestral, and band instruments, or in voice, may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practicing. For advanced students arrangements can be made for a pupil to study in Boston with a private instructor. For piano and organ students there is a separate charge of $115 a year for weekly half-hour lessons, and $200 for weekly hour lessons, plus a nominal fee for the use of practice pianos and organs. The charge for voice lessons is $90 a year for weekly half-hour lessons. Lessons are offered on all band and orchestral instruments at $90.00 a year. Active members of the Band and Orchestra receive instruction at a reduced rate.

Music Major. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined.

Beginner's Band. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be lent an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

NAVIGATION

Two hours. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. Considerable plotting and tabular work is done in determining a ship's position both within sight of land and on the open sea. During the latter part of the year the opportunity to cruise may be offered to members of the class. The textbook used is Dutton's *Navigation and Nautical Astronomy*, supplemented by Navy and Coast Guard films.

PHILOSOPHY

Two hours. The course offers a study of a few central problems of metaphysics. The interdependence of metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to*

Philosophy and Metaphysics. During the latter part of the spring term it is customary to study all, or part, of a book by a recent or contemporary philosopher: for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course, throughout which the fundamentals of logic are strongly emphasized.

PHYSICS (See *Science*)

POLITICS OF INTERNATIONAL RELATIONS (See *History*)

PUBLIC SPEAKING

Two hours. An elective course for Seniors and (occasionally) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. Two texts are used for reference: Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London) and Sarret and Foster's *Basic Principles of Speech* (Houghton Mifflin).

RELIGION

The study of religion at Phillips Academy is intended to help students gain an understanding of the Judaeo-Christian heritage, and to develop the capacity to relate man's religious insights to the problems of everyday living. A knowledge of how to read the Bible is valuable in its own right, and familiarity with its contents is indispensable for appreciation of much of art, music, history, and literature. Acquaintance with the basic concepts of other religions adds perspective to the understanding of one's own and deepens the sense of the importance of beliefs, attitudes, and values in various aspects of one's personal and social life.

BIBLE 1. Two hours. Required of all members of the Lower Middle class, the course traces the development of the basic religious concepts of the Old and New Testaments. It acquaints students with many of the finest passages of the Bible, with its outstanding personalities, with the individual books and their messages, and with a sense of the progressive discovery and revelation of religious truth.

SENIOR RELIGION. Four hours. An elective course for Seniors. It includes a term's study of some of the living religions of the world and their sacred writings. A second term's work involves the study and discussion of certain basic religious problems and of various attitudes toward the meaning of life as they are reflected in a number of contemporary plays and novels. A third term is devoted to an investigation of Christian teaching, through New Testament writings and the work of a number of contemporary philosophers and theologians.

SCIENCE

Beginning with Elementary Science, a student may pursue a four-year sequence of courses in science. The departments aim to provide the student with an understanding of science and of scientific methods and thinking as a necessary part of his general education. At the same time, the subjects are covered with sufficient thoroughness to test his capacity and interest and to provide a sound foundation for later work in college, should his experience indicate the desirability of such work.

Courses designated by the letter X are more difficult than the regular ones, and admission is granted only to selected students. These courses meet for one additional class each week and use texts of the college freshman level. They thereby prepare in one year for the advanced placement examinations, and consequently for advanced standing in college. Science Honors provides a two-year integrated course for those capable of advanced work, in both physics and chemistry. Able students who have taken the regular courses before their Senior year may also prepare for the advanced placement examinations by taking the minor courses indicated as S courses. In addition, the S courses provide uninterrupted progress for the student who plans further study in a particular field.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. Hence no second-year-level courses are offered. For the student with special interests in any one area, individual projects are encouraged to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

Elementary Science. Three hours. The course is designed to form an approach to the laboratory sciences that follow in the later years, and to acquaint the student with information important to any educated person. It is based on a study of the earth, considered from the points of view of the geologist, the physicist, the chemist, the biologist, and the astronomer. Laboratory work is included where possible and appropriate.

Anthropology. Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the prehistory of North America. It is composed of lectures and reading on a variety of subjects bearing on man's life in the New World, touching on geology, climatic change and attendant changes in flora and fauna, methods of dating the past, as well as archaeology. Some discussion and reading on aboriginal societies brings the course down to the beginning of written history.

Biology

Biology. Four hours. The course covers the characteristics of living things; the metabolism, behavior, reproduction, growth and development of plants, animals and microorganisms; the structure and functioning of the human body; the ecological interrelationships between all living things, with special emphasis on the influence of insects, bacteria, and other forms of life upon man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for discussion and once for a laboratory period. The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

BIOLOGY X. Five hours. An honors course, open upon invitation of the Department, to a limited number of able Upper Middlers and Seniors. In addition to the material of the regular Biology course, Biology X offers extra work in the field of physiology in preparation for the Advanced Placement Examination of the College Entrance Examination Board, success in which leads to advanced placement in college and, in some circumstances, to credit towards the college degree.

BIOLOGY S. Two hours. Open to Seniors who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination of the College Entrance Examination Board.

Chemistry

CHEMISTRY. Four hours. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Special attention is given to modern theory. Emphasis is placed upon reasoning and general concepts rather than upon memorization of facts. The class meets three times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work. Text: *Chemistry, An Experimental Science,* prepared by the Chemical Education Material Study.

CHEMISTRY X. Five hours. The course is open to a limited number of able students who have strong scholastic records in mathematics and physics. It is essentially the equivalent of a first-year college course, and prepares qualified students for the Advanced Placement Examination. Text: *Chemistry,* by Sienko and Plane.

CHEMISTRY S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed a regular course with good grades. Qualified students are prepared to take the Advanced Placement Examination.

Physics

PHYSICS. Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. The laboratory experiments are chosen not merely to afford training in manipulative techniques and to illustrate portions of the text material, but also to exemplify proper scientific practice. The use of the slide rule is taught and required.

PHYSICS S. Two hours. Open to Seniors who have completed a year of physics, and who have taken, or will take concurrently, a course in calculus. The course reviews the essential material of elementary physics, but at the greater depth and with the sophistication made possible by the calculus. The course includes a number of advanced laboratory experiments. Students undertake individual study or laboratory projects in the spring. Physics S will prepare the better students for the Advanced Placement Examination in Physics.

Honors Sequence

SCIENCE HONORS 1 and 2. Five hours each year. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete a year of analytic geometry and the calculus before graduation and who show promise of unusual capacity in science and mathematics. The subject matter includes chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 1 will fulfill the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 2.

PRIZES

Listed below are prizes open for competition in each academic year. Unless otherwise stated, awards may be made in cash, or in the value of the amounts listed.

ENGLISH

Draper Prizes. For declamation. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1867. Funded 1878 by Warren F. Draper, Class of 1843. Awarded 1965 to (1) William Randolph Bourne, (2) Thomas Wright Russell, III, (3) Darrell John Salk.

Means Prizes. For declamation of original essays. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1868. Funded 1879 by William G. Means, of Andover. Awarded 1965 to (1) Richard Boyce Olver, (2) Everard Kidder Meade, III, (3) Barry Ko-Young Tung.

Robinson Prizes. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. $75 to the winning team. First awarded 1896. Funded 1910 by Henry S. Robinson of Andover. Awarded 1965 to (1) Nigel Patrick Blair, (2) Thomas Wright Russell, III, (3) Matthew Marks Schneiderman. ($75 to be divided equally.)

Schweppe Prizes. For an examination on a literary subject. Open to Senior and Upper Middle Class. $30 and $20. First awarded 1912. Sustained since 1941 by John S. Schweppe in memory of his father, Charles M. Schweppe, Class of 1898. Awarded 1965 to (1) Timothy Pence McKibben, (2) Timothy Sewell Perry.

Goodhue Prizes. For an examination in English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. $30 and $20. First awarded 1916. Funded 1936 by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1965 to (1) Nigel Patrick Blair, (2) Hibberd Van Buren Kline, III.

Clough Prize. For an essay by a Senior on an assigned literary subject. $40. First awarded 1923. Funded 1923 by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1965 to Daniel John Peet and Timothy Sewell Perry. ($40 to be divided equally.)

Langley Prize. For an essay on Charles Dickens. Open to members of the Lower Middle and Junior Classes. $15. First awarded 1929. Funded 1927 by Stephen S. Langley, Class of 1863. Awarded 1965 to Thomas Eliot Weil, Jr.

Leonard Prizes. For declamation of original essays. Open only to Juniors and Lower Middlers. Three prizes of books. First awarded 1942. Funded 1957 by *The Phillipian* in memory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1965 to (1) John Lathrop Tucker, (2) Stephen Joseph McCarthy, (3) Thomas Dickson Smith.

Carr Prizes. For skill in oral English. Open only to Juniors and Lower Middlers. $16, $12, $8, and $4. First awarded 1943. Sustained by Donald Eaton Carr, Class of 1922. Awarded 1965 to (1) Robert Morris Freedman, (2) Nicholas Arthur Deutsch, (3) Harold L. DeFelice, Jr., (4) James Slocum Rogers.

Burns Prizes. For an original poem. Awarded to one student in each of the Senior and Upper Middle Classes, and to one student of either the Lower Middle or Junior Class, $20 each. First awarded 1945. Funded 1944 by Mrs. John P. O'Rourke in memory of her son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1965 to *Senior,* Terry Reed Bagg; *Upper,* David Armour Foster; *Lower,* Nicholas Arthur Deutsch.

Sumner R. Kates Prize. For an essay in American literature. $125 in cash. First awarded 1950. Funded 1949 by Sumner R. Kates, Class of 1938. Awarded 1965 to Robert Vaughan Young, Jr.

John Horne Burns Prize. For an original short story. Open to all students. $35 in cash. Funded in 1961 by Mr. and Mrs. Joseph Lawrence Burns in memory of their son, John Horne Burns, Class of 1933. Awarded 1965 to Charles Sheldon, II.

CLASSICAL LANGUAGES

Cook Prizes. In Greek. For an examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. $30, $15, and $10. First awarded 1879. Funded 1878 by Joseph Cook, LL.D., Class of 1857. Awarded 1965 to Terry Reed Bagg and Louis Rorimer. ($55 to be divided equally.)

Dove Prizes. In Latin. For an examination in the translation and interpretation of Virgil. Open to Seniors or members of Latin 4. $30, $20, and $10. First awarded 1880. Sustained since 1915 from the George W. W. Dove Fund. Awarded 1965 to (1) Robert Wallace Moody, (2) Matthew Cartwright Molé, (3) Jonathan Farr Spooner.

Valpey Prizes. For Latin composition and Greek composition. Open to the Upper Middle Class. $20 each. First awarded 1896. Funded 1891 from a bequest of Rev. Thomas G. Valpey, Class of 1854. Awarded 1965 to Samuel Ray Miller—Greek. No award this year—Latin.

Johnson Prize. For Greek composition. $10. First awarded 1924. Funded 1932 by Alfred Johnson, Class of 1890, in memory of the Rev. Alfred Johnson, a graduate of Dartmouth College. Awarded 1965 to Stephen Joseph McCarthy and James Joseph Paoletti. ($10 to be divided equally.)

Weir Prize. In Greek. For an examination in the translation of New Testament Greek. $70. First awarded 1928. Funded 1927 from a bequest of The Rev. William N. Weir, Class of 1895. Awarded 1965 to Burchard Jan Mansvelt-Beck; Honorable Mention, Laurence John Davidson.

Benner Prize. For excellence in first-year Greek. $25. First awarded 1939. Funded 1950 by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, for forty-six years Instructor in Greek in Phillips Academy. Awarded 1965 to James Slocum Rogers and Robert Benjamin Kritzer. ($25 to be divided equally.)

Department Prizes. For excellence in Latin translation and composition, $10 and $5; for recitation from memory of poetry or prose, $10. First awarded 1940. Sustained since 1947 from Winthrop Fund. Awarded 1965 to (1) Daniel Franko Goldman, (2) Anthony Thomas Grafton for Latin 3 Translation and Composition. Awarded 1965 to (1) Robert Hall Arnold, (2) Arthur Groves Newmyer, III for Latin 2 Translation and Composition. Awarded 1965 to Raymond Francis Healey, Jr., for Latin 3 Recitation; Honorable Mention to Miguel Marichal. Awarded 1965 to Philip Lloyd Nelson for Latin 2 Recitation; Honorable Mention to John McMurray Butte. Awarded 1965 to Michael O. Farrell for Latin 1 Recitation; Honorable Mention to Robert Dick Kefferstan, III.

Catlin Prize. To be awarded regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. $1,000. First awarded 1945. Funded 1944 from a bequest of George H. Catlin, Class of 1863. Awarded 1965 to Louis Rorimer.

GERMAN

Stevenson Prize. For excellence in German composition, oral and written. Open to the Senior and Upper Middle Classes. $15. First awarded 1904. Funded 1904 by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1965 to Thomas Wong Liu.

FRENCH

Taylor Prize. For excellence in French conversation and composition. A selection of French books. First awarded 1909. Funded in part 1908 by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1965 to Richard Raymond Sieburth.

Department Prizes. For aural ability. To those students in their first and second year of French who receive the highest marks on a special examination to test aural comprehension. First and second prizes in books. First awarded 1946. Sustained by an anonymous donor. Awarded 1965 in French 1 to (1) James Samuel Feldman, (2) Charles Maxwell Harrison; French 2 to (1) Oakley Maxwell Hall, III, (2) Stephen Gates Lisberger.

Anthony D. Graves Prize. For improvement during the first year of the study of French. To the student whose application and effort result in the greatest over-all improvement. $25. First awarded 1954. Funded 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1965 to Thomas Dickson Smith.

Forbush Prize. For excellence in French 3. A book or books. First awarded 1956. Funded 1955 by students and friends of Guy Johnson Forbush, Instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1965 to Nicholas Arthur Deutsch.

SPANISH

Howard P. Hayden Prize. For excellence in oral Spanish. To a member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in oral Spanish. $35. First awarded 1945. Funded 1945 by Mr. and Mrs. Howard P. Hayden, of Santiago, Chile. Awarded 1965 to (1) John Tomassi, $25, (2) Michael Bruce Lemkin $10; Honorable Mention to Thomas Dynavor Rees and Scott Rodgers Wheaton, Jr.

Donald E. Merriam Memorial Prize. Awarded annually to the student in the second year of Spanish who, in the opinion of the Spanish Department, has best combined the qualities of proficiency, interest and enthusiasm in the study of that language. A book and name on plaque. First awarded 1965. Given by the students of Spanish at Phillips Academy. Awarded 1965 to Ward Beecher Flad.

HISTORY

Lauder Prizes. For an examination in Modern European History. $30, $20, and books First awarded 1913. Funded 1916 by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1965 to (1) Francis Charles Klein, (2) Timothy Pence McKibben.

Haymond Prizes. In American History. To undergraduates taking the course in History of the United States, for an essay on the Constitution of the United States. $50, $25, $10, and books. First awarded 1943. Sustained by the Honorable Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and Thomas Arnette Haymond, Class of 1943. Awarded 1965 to (1) Laurence John Davidson, *Loyalty, Security, and Due Process,* (2) David B. Roe, *Escobedo vs. Illinois,* (3) Derek Huntington, *Connecticut vs. Huntington.*

Grace Prizes. In American History. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. $70, $45, $35, and books. First awarded 1953. Funded 1951 by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1965 to (1) Hibberd V. B. Kline, III, *Kline for Congress,* (2) David S. Gast, *John Birch Society,* (3) Lowell D. Turnbull, *Corn-Hog Policy of the 1st A.A.A.*

Marshall S. Kates Prizes. In American History. To undergraduates taking the course in History of the United States for an essay on a topic in the field of American History. $50, $30, $20, and books. First awarded 1953. Funded 1952 by Marshall S. Kates, Class of 1939. Awarded 1965 to (1) Robert Charles Jimerson, *National Labor, Relations Act,* (2) Charles Scott McLanahan, *Tennessee Valley Authority,* (3) Franz Schneider, Jr., *Requisition of Merchant Ships.*

Webster Prizes. For excellence in Ancient History, European History, or Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. $125 in money and books. First awarded 1956. Funded 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1965 to (1) Alan Philip Oniskor, (2) Stephen Taylor Edmundson in History 1; to (1) Richard Raymond Sieburth, (2) Brian Gunder Berg in History 2.

MATHEMATICS

Convers Prizes. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. $100, $75, $50, $25, $10, and books. First awarded 1898. Funded 1898 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1965 to (1) Charles Maxwell Harrison, (2) Robert Ames Duncan, (3) John Joseph Gaffny, (4) Phillip Lloyd Nelson, (5) David Allen Wengert.

Eaton Prize. For excellence in Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. $20. First awarded 1938. Funded 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years instructor in Mathematics at Phillips Academy. Awarded 1965 to Rowland Waton Chang.

McCurdy Prizes. For excellence in Senior Mathematics. For Seniors in the regular fourth-year Mathematics program. Awarded on the basis of classroom work and an examination. $35 and $25. First awarded 1941. Funded 1940 by the family of the late Matthew S. McCurdy, in memory of his connection with Phillips Academy as Instructor in Mathematics 1873-1921. Awarded 1965 to (1) Lowell David Turnbull, (2) Christopher John Barry.

Bailey Prize. In Upper Middle Mathematics. On the basis of an examination at the close of the year. $35. First awarded 1946. Funded 1946 by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1965 to Peter Cushing Perdue.

Watt Prizes. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school Mathematics. $125, $75, $25, and books. First awarded 1954. Funded 1953 by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, Instructor at Phillips Academy 1933-1951. Awarded 1965 to (1) Michael Timothy Madison, (2) William Benjamin Barker, (3) Donald Sloane Shepard.

Tower Prize. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of Mathematics. First awarded 1954. Sustained by John W. Dixon, Class of 1924, in recognition of Oswald Tower, Instructor in Mathematics at Phillips Academy 1910-1949. Awarded 1965 to Kellogg Sheffield Stelle.

Winfield M. Sides Prize. For excellence in Mechanical Drawing. Awarded on the basis of proficiency in classroom work. $100 in cash and/or drawing equipment. Sustained by Donald A. Raymond, Jr., Class of 1932, in memory of Winfield M. Sides, Instructor in Mathematics at Phillips Academy 1919-1958. First awarded 1960. Awarded 1965 to Douglas Alden Karlson.

Joseph Award. For excellence in the area of Mathematics. To a member of the Senior Class. A gold medal and a book. First awarded 1960. Sustained by David Joseph, of New York City, in memory of his father, Bernard Joseph. Awarded 1965 to Donald Sloane Shepard.

Scoville Prize. *(See Sciences.)*

SCIENCES

Scoville Prize. In the Physical Sciences or Mathematics. To a student or students for an original paper or project exhibiting creative thinking or ingenuity in the Physical Sciences or Mathematics, preferably not in assigned course work. $50. First awarded 1959 by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbert Scoville. Awarded 1965 to Michael Timothy Madison.

Wadsworth Prize. For excellence in Physics. To the student holding the highest rank in Physics for the year. $30. First awarded 1900. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1965 to Richard Kenneth Dawson.

Dalton Prize. For excellence in Chemistry. To the student holding the highest rank in Chemistry for the year. $65. First awarded 1915. Funded 1915 by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884. Trustee of Phillips Academy, 1912-1923. Awarded 1965 to Bradley Youle Smith.

Marsh Prize. For excellence in Biology. To a student who has been outstanding in interest and attainment in the Biological Sciences. $25. First awarded 1936. Sustained since 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1965 to Phillip Lloyd Nelson.

Graham Prize. For excellence in Science. To that member of the graduating class attaining the highest average grade in ten hours of the natural sciences studied while at Phillips Academy. $1,000. First awarded 1946. Funded 1945 from a bequest of James C. Graham, Instructor in Science at Phillips Academy, 1892-1937. Awarded 1965 to Donald Sloane Shepard.

Wadsworth Prize. For excellence in Biology. To the student holding the highest rank in Biology for the year. $30. First awarded 1953. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1965 to Richard Barry Weinberg.

Department Prize. For excellence in Physics. To that student taking elementary physics who receives the highest grade on a prize examination. Books. First awarded 1956. Sustained by the Physics Department. Awarded 1965 to Richard Kenneth Dawson.

Department Prize. For excellence in Biology. To a student who has demonstrated exceptional interest and accomplishment with particular reference to laboratory investigation. $25. First awarded 1964. Sustained by an anonymous donor. Awarded 1965 to Robert Pease Smith, Jr.

MUSIC

Cutter Prize. For proficiency in orchestral, especially stringed instruments. $55. First awarded 1924. Funded 1925 by The Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1965 to Dwight Wayne Batteau.

Poynter Prize. To that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. $30. First awarded 1945. Funded 1943 by Horace Martin Poynter, Class of 1896, and Mrs. Poynter, formerly of Andover, in memory of their son, Edward Pitkin Poynter, Class of 1940, who gave his life for his country in the aviation service in July, 1943. Awarded 1965 to Richard Woodhull Barnum.

Jones Prize. To that member of Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1946. Established in 1945 by Mr. and Mrs. Edward T. Jones, in memory of their son, Ainsworth B. Jones, Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1965 to Louis David Carmichael.

Collier Prizes. For proficiency in the playing of the piano. $25. First awarded 1947. Funded 1946 by Mrs. Milton Collier and I. Alfred Levy, in memory of Milton Collier. Awarded 1965 to Ralph Paul Davis.

Fuller Music Prize. To a musical student who, irrespective of need, has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower. $350. First awarded 1951. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1965 to David Hill Porter.

Kibrick Prize. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. $50. First awarded 1953. Sustained in memory of Herbert V. Kibrick, Class of 1934, by his wife. Awarded 1965 to Thomas Paul Buckman.

ART

Morse Prize. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. $25. First awarded 1932. Funded 1942 by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1965 to Danny Marc Samuels.

Thompson Prize. For improvement in drawing and painting. $25. First awarded 1932. Funded 1955 by Mrs. Frances Thompson Heely, in memory of her brother, Augustus Porter Thompson, 3d, Class of 1928. Awarded 1965 to Peter Dean Vanderwarker.

Addison Gallery Associates Prize. To a student who has distinguished himself in art as well as in other activities. $25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1965 to Benjamin Thomas Hafkenschiel.

John Esther Gallery Prize. To the student who has shown through his work the clearest understanding of art. $25. First awarded 1943. Awarded 1965 to Robert Vaughan Young, Jr.

Photography Fellowship Prize. To the student demonstrating the greatest excellence in Photography. $25 and one week as an apprentice in the photographic studio of Wingate Paine. First awarded 1964. Sustained by Wingate H. Paine, Class of 1932. Awarded 1965 to Eugene Andrew Stephen Mazel.

Ralph Bradley Prize. For general excellence in art. $40. First awarded in 1960. Funded in 1964 by Ralph Bradley. Awarded in 1965 to Howard Cutler.

ATHLETICS

Faculty Golf Cup. To the winner of the Varsity Golf Squad competition. Winner's name inscribed on Cup. Presented 1927 by the Faculty of Phillips Academy. First awarded 1927. Awarded 1965 to Christopher Jude Gurry.

Kilpatrick Trophy. To the winner of the Andover versus Exeter track meet. A bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academy. Replica to the captain or co-captains of the winning team. Trophy presented 1938 by John Reed Kilpatrick, Class of 1907. First awarded 1938. Awarded 1965 to the Phillips Exeter Academy.

Schubert Award. To a member of the Senior Class who has excelled in varsity athletics and who has best exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A gold medal, and winner's name inscribed on a plaque. Funded 1951 by the Eta Delta Phi Society, in memory of Edmund John Schubert of the Physical Education Department. First awarded 1944. Awarded 1965 to John Randall Evans.

Banta Trophy. To be awarded annually to that member of the Varsity Tennis Team who shows the best sportsmanship, leadership, and character throughout the season. Established 1953 by the Tennis Team of Phillips Academy, in honor of their coach, Cornelius Gordon Schuyler Banta. Awarded 1965 to Stephen Edward Devereux.

Cross Country Cup. To the member of the Cross Country Team who during the season has displayed outstanding sportsmanship, performance, and team spirit. Winner's name inscribed on Cup. Presented 1952 by the members of the cross country squad in honor of their coach, Norwood Penrose Hallowell. First awarded 1953. Awarded 1965 to Peter Normann Dennehy.

Basketball Trophy. To the club basketball player who has contributed most to club basketball. Winner's name inscribed on trophy. Presented 1953 by the members of the Varsity Basketball Team. First awarded 1953. Awarded 1965 to James Truesdell Kilbreth, III.

Fagan Squash Racquets Trophy. To the winner of the Fagan Trophy Tournament. Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, III, Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1954. Awarded 1965 to Courtlandt Palmer Dixon, III.

Reagh Wetmore Swimming Award. Awarded annually to a senior member of the Varsity Swimming Team excluding the Captain who has best exemplified the spirit of Andover swimming. Winner's name inscribed on plaque. Established by the 1964 swimming team. Awarded 1965 to John Work Garrett Phillips.

Lacrosse Trophy. To the lacrosse player, excluding the captain, who through enthusiasm and love for the sport has inspired his teammates with the will to win.

Winner's name inscribed on trophy. Presented in 1954 by the members of the lacrosse squad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1965 to John Randall Evans.

SMITH HOCKEY CUP. To a member of the hockey team, exclusive of the captain, who is in good scholastic standing and who during his association with hockey has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Funded 1954 by Sumner Smith, Class of 1908. First awarded 1954. Awarded 1965 to Henry Walker Comstock, Jr.

CREW CUP. To the student who has contributed most in the way of team spirit and sportsmanship to the crew. Winner's name inscribed on cup. Presented 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 1934. First awarded 1955. Awarded 1965 to Charles Shelden, II.

TRACK TROPHY. To the member of the winter and spring varsity track squad who exhibits outstanding character and will to win. Winner's name inscribed on trophy. Presented by the members of the 1955 winter and spring track squads in honor of their coach, Stephen Stanley Sorota. First awarded 1955. Awarded 1965 to Colby Hopewell Snyder.

PRESS CLUB TROPHY. To the student who has proved through his performance on the athletic fields to be the most capable athlete of the whole year. Winner's name inscribed on trophy and winner receives replica of trophy. Trophy presented 1956 by the members of the Press Club of Phillips Academy and replicas sustained by the club. First awarded 1956. Awarded 1965 to Daniel Warren.

SHERIDAN MEDAL. To the student who has contributed most to the intramural athletic program. A gold medal. Funded 1956 by bequest of Fannie J. Sheridan, in memory of her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his country as a member of the United States Marine Corps in September 1944. First awarded 1957. Awarded 1965 to Warren Kempton Clark.

FOOTBALL TROPHY. To the two members of the Junior Varsity 1 Team who contributed most to Andover football below the Varsity level. Presented in 1955 by the members of the Junior Varsity 1 Football Team. Awarded 1965 to (1) Edward Righter McLean, Jr., and (2) Richard Lawrence Stewart.

RICHARD S. PIETERS VARSITY WRESTLING AWARD. To that member of the Varsity Team, excluding the Captain, who demonstrates throughout the season outstanding ability and enthusiasm for the sport. Winner's name inscribed on plaque. Awarded 1965 to Thomas Edmund McEwan.

PETER Q. MCKEE SKI BOWL. Awarded annually to a member of the Varsity Ski Team who has contributed the most to the team and to the sport of skiing. Winner's name inscribed on bowl. Awarded 1965 to Richard Lewis Trafton.

RAYMOND T. TIPPETT MEMORIAL AWARD. Awarded annually to a senior member of the varsity football or baseball team whose loyalty, courage and modesty exemplify the character of Ray Tippett and the best traditions of Andover athletics. Established in 1962 by members of the class of 1945 for a prize in memory of their classmate, Raymond T. Tippett. Winner's name inscribed on plaque. Awarded 1965 to Douglas Preston Woodlock.

OTHER PRIZES

AURELIAN HONOR SOCIETY PRIZE. To a member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. First awarded 1936. Sustained by the Aurelian Honor Society. Awarded 1965 to Todd Harrison Everett.

AYARS PRIZE. To a member of the Senior Class who, through work, perseverance and seeking after excellence, has created for himself a position of respect and admiration in the school community. $50. First awarded 1956. Funded 1957 by Mr. and Mrs. James S. Ayars, in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarded 1965 to Timothy Sewell Perry.

Bierer Prize. To a student who is outstanding in character and personality. $25. First awarded 1944. Sustained by Eugene S. Bierer, Class of 1943. Awarded 1965 to Stephen Edward Devereux.

Faculty Prize. To that member of the graduating class who during his Senior year attained the highest academic average. $100. First awarded 1912. Funded 1923 by Sanford H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freund. Awarded 1965 to James Brian Haley.

Federation of Harvard Clubs Prize. To an outstanding member of the Upper Middle Class who combines excellence in scholarship with achievement in other fields. A book. First awarded in 1911. Sustained by the Harvard Club of Andover. Awarded 1965 to Vinton Douglas Tompkins.

Fuller Prize. To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. First awarded 1912. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1965 to Todd Harrison Everett.

Hopper Prize. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. $100. First awarded 1954. Funded 1953 by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1965 to Richard Mason Boydston, Jr.

Improvement Prize. To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development of character and scholarship. $100. First awarded 1941. Sustained by a member of the Class of 1916. Awarded 1965 to Howard Albert Austin, III.

Keyes Prize. To a boy, who in his Lower Middle year shows outstanding qualities of character, leadership, scholarship and athletic ability. $50. Funded 1958 by Langley C. Keyes, Class of 1920. First awarded 1959. Awarded 1965 to Thomas Graham Sinclair, Jr.

Kingsbury Prize. To a student of outstanding character, who, in the judgment of the headmaster is especially distinguished for perseverance and resolution. $100. First awarded 1943. Funded 1945 by Dr. and Mrs. John A. Kingsbury, in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1965 to Howard Jan Stanback.

Library Prizes. For the best student libraries collected. $30 and $15. Sustained by the Friends of Oliver Wendell Holmes Library since 1956. Awarded 1965 to (1) Stephen Joseph McCarthy, (2) no award.

Lord Prize. To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. First awarded 1947. Sustained by Mason Faulconer Lord, Class of 1944. Awarded 1965 to Donald Sloane Shepard.

Phillipian Prize. For outstanding service rendered to the *Phillipian*. $50. First awarded 1931. Funded 1931 by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his Senior year. Awarded 1965 to David Benson Roe.

Redpath Prizes. For the most interesting libraries of paperback books collected by students. $30, $15 and $10. First awarded 1960. Sustained by Robert U. Redpath, Jr., Class of 1924, in memory of his parents. Awarded 1965 to (1) Anthony Michael Alofsin, (2) Christopher Hayes Wilbur, (3) Philip Thompson Aranow.

Schweppe (Richard Jewett) Prize. To a member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness. $100. First awarded 1947. Funded 1946 by Mrs. Richard J. Schweppe, in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1965 to Louis Rorimer.

Stearns Prize. In honor of Dr. Alfred E. Stearns, Class of 1890. Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. $100. First awarded 1951.

Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1965 to Eugene Indjic.

ABBOT STEVENS PRIZE. To a member of the Senior Class, upon recommendation of the faculty, who through his character and leadership has made a significant contribution to the Academy and to his classmates. $100. Funded 1959 by Mrs. Abbot Stevens, in memory of her husband, Abbot Stevens, Class of 1907. Awarded 1965 to John Randall Evans.

STILES PRIZE. To the member of the Upper Middle Class whose judgment and loyalty to the school have been exemplary. $50. First awarded 1960. Funded 1960 by Mrs. Russell Stiles, in memory of her husband, Class of 1908, and his father, Sumner Burritt Stiles, Class of 1872. Fund increased 1960 by her son, William S. Stiles, Class of 1942, and David Stiles, Class of 1936. Awarded 1965 to James Farnham Fabiani.

SULLIVAN PRIZES. To those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of $200 each, awarded in the fall. First awarded 1921. Funded 1921 by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1965 to *Senior,* Marvin Hayne Kendrick, Jr., *Upper,* Christopher John Hallett, *Lower,* William Lyon Eakland, *Junior,* Wade Hampton Saunders.

VAN DUZER PRIZES. Two prizes of $350 each, awarded as outlined below. (a) ANDOVER-HARVARD. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1964 to Lloyd Allan Wells. (b) HARVARD-ANDOVER. "The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, the award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1964 to Stephen Bradner Burbank. First awarded 1912. Funded 1928 from a bequest of Henry S. Van Duzer, Class of 1871.

WARREN PRIZE. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty. $50. First awarded 1926. Funded 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1965 to John Work Garrett Phillips.

WELLS PRIZE. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory the prize is given. $50. First awarded 1953. Sustained by Mr. and Mrs. J. Brent Wells, in memory of their son, Anthony Peters Wells, admitted to the Class of 1956. Awarded 1965 to Alan Philip Oniskor.

YALE BOWL. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1965 to Daniel Warren.

SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

*Hon. William Phillips (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of $4,000	$ 4,633.33
*Students' Educational Fund (1854). Begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1,000 from Edward Taylor, Treasurer of Phillips Academy, 1868-1889	7,762.64
*Samuel Farrar (1865). Bequest of Samuel Farrar, 1803, Treasurer of Phillips Academy, 1808-1840. (A part of this fund is for other purposes)	22,000.00
*Jane Aiken Clarke (1870). James G. Clarke, Class of 1839, in memory of his mother	1,200.00
†Peter Smith Byers (1878). John Byers, Class of 1848, in memory of his brother, Class of 1847	500.00
*Class of 1878 (1878). Senior Classical class	1,200.00
†Jonathan Taylor (1878). Edward Taylor, Treasurer of Phillips Academy, 1868-1889, in memory of his father	1,000.00
*Hiram W. French (1879), Class of 1839	1,000.00
*Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, Principal of Phillips Academy, 1838-1871	1,000.00
*Gerard Sumner Wiggin (1882). Bequest of Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, Class of 1875	1,000.00
*Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
*Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the Treasurer's Office of Phillips Academy, and Edward Stanley Richards, Class of 1875	1,450.14
*Warren F. Draper (1890), Class of 1843	1,000.00
‡Charles L. Flint (1890). Bequest of Charles L. Flint, Class of 1845	5,000.00
*Henry P. Haven (1890). Trustees of Henry P. Haven estate, of New London, Conn.	1,000.00
*Emma Lane Smyth (1890). Gov. Frederick Smyth, of New Hampshire, Class of 1839, in memory of his wife	1,000.00
*James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
*Joseph Dowe (1892). Bequest of Joseph Dowe, Class of 1817	3,097.98
†John Cornell (1894). Bequest of John Cornell. Recommended by the School Committee of Andover Awarded 1964-1965 to Jay Zachary James, Jr.	5,000.00
*James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, Class of 1840	1,000.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.
‡ For general scholarship aid; preference to boys from Middleton.

*Mary W. Holbrook (1900)	500.00
*Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter	1,500.00
*Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, Class of 1908	5,000.00
*George Ripley (1908). Bequest of George Ripley	2,500.00
†T. Augustus Holt (1909). Bequest of T. Augustus Holt	26,003.24
*James Huntington (1910; 1931). The widow and daughter of James Huntington, Class of 1848	2,000.00
*Allan Morse Penfield (1913). Bequest of Allan Morse Penfield, Class of 1904	1,000.00
*George B. Knapp (1914). Katharine Knapp estate, in memory of her brother, Trustee of Phillips Academy, 1899-1910	5,000.00
*Thomas A. Emerson (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson	2,000.00
Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Class of 1912, who died in the military service of the United States, 1918 "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school." Awarded 1964-1965 to Mark Joseph Logsdon.	6,000.00
George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892 "The income is used annually for the assistance of a worthy student or students of limited means." No award in 1964-1965.	10,000.00
Gordon Ferguson Allen (1920; 1957). James F. Allen, of Meriden, Conn., and his sons, Parker B. Allen, Class of 1914, and Theodore F. Allen, Class of 1915, in memory of Gordon Ferguson Allen. Increaed in 1957 by Theodore F. Allen "The income is awarded annually to a deserving student of character and promise and of limited means." Awarded 1964-1965 to Louis James Heifetz.	10,000.00
*Rev. William Henry and Ellen Cary Haskell (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895	3,000.00
*Harriet L. Erving (1922). Bequest of Miss Harriet L. Erving, of Andover, for thirty years assistant in the Treasurer's Office	1,500.00
*Samuel M. Evans (1922). Class of 1887. (A part of the fund is for other purposes)	2,000.00
Charles C. Clough (1923). Princeton University classmates and friends of Charles C. Clough, Class of 1906 "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established." Awarded 1964-1965 to Richard Mason Boydston, Jr.	5,000.00

* For general scholarship purposes.

† For general scholarship aid for boys from Andover.

*Frank Butler Walker (1923). Bequest of Mrs. Mary C. B. Walker, in memory of her son, Class of 1889	1,425.00
*Abraham B. Coffin (1924). Bequest of Abraham B. Coffin, Class of 1852	2,000.00
Alfred Howlett Durston (1926). Marshall H. Durston, Class of 1900, in memory of his brother, Class of 1897 "The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence." Awarded 1964-1965 to Michael Robert Scheineman.	5,000.00
Smith Lewis Multer, Jr. (1926). Smith Lewis Multer, in memory of his son, Class of 1923 "The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school." Awarded 1964-1965 to Douglas Preston Woodlock.	5,000.00
*Amasa J. Whiting (1927; 1955). Bequest of Mrs. May C. W. Speare, in memory of her father	5,159.50
*James H. Haste (1930; 1933-34; 1944). Bequest of James H. Haste, Class of 1894	241,074.18
William Thompson Reed Memorial (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929 "The income is awarded annually to a student of character and promise at the beginning of his Senior year." Awarded 1964-1965 to Mark Giles Carnevale.	12,565.34
*Henry Waldo Greenough (1931; 1937). Bequest of Henry Waldo Greenough, Class of 1889	2,000.00
*Moncrieff M. Cochran (1932). Bequest of Moncrieff M. Cochran, Class of 1900	2,500.00
*Bancroft (1933). Bequest of Cecil K. Bancroft, Class of 1887, Registrar of Phillips Academy 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth Principal of Phillips Academy	2,000.00
Schuyler Bussing Serviss Memorial (1936). Mrs. Charlotte B. Serviss, in memory of her son, Class of 1898 Awarded 1964-1965 to Hubert Bennett Jerman, Jr.	5,000.00
*Osgood Johnson (1937). Bequest of Helen O. Sprague, in memory of her grandfather, Principal 1833-37, and her father, Class of 1848. For New England-born students	500.00
†David and Lucy Hayward Shaw (1939). Bequest of Lucy Hayward Shaw (Mrs. David)	10,000.00
Augustus Porter Thompson (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, Class of 1892 "The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character." Awarded 1964-1965 to Danny Marc Samuels.	5,000.00
*Sumner Smith (1943), Class of 1908. Balance of income after the Smith Hockey Cup	1,142.31
Julia E. Drinkwater Memorial (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother	10,443.12

* For general scholarship purposes.

† For general scholarship aid for boys from Andover.

"The income is awarded annually to deserving students of character and promise and limited means." Income from the William Drinkwater Fund currently added to that of this fund. Awarded 1964-1965 to Robert Joseph Horwitz and Richard Henry Bennett, Jr.	
Charles W. Carl (1944-46; 1950-53; 1955-56), Class of 1910	25,000.00
"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University." Awarded 1964-1965 to James Robert Eller, Jr.	
*Louis S. Owsley (1944-1946; 1948-1949). Bequest of Louis S. Owsley, Class of 1890. Income partially subject to an annuity; balance for scholarships and special education purposes	395,746.85
Richard Strong Foxwell (1945). Mrs. Gilbert M. Foxwell, in memory of her son, Class of 1922	2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school." Awarded 1964-1965 to Peter Wesley Kitson.	
*Arthur L. Kerrigan (1945), Class of 1915	2,500.00
*Abbott Stevens (1945-46), Class of 1907. Trustee 1935-58; Treasurer 1949-58	20,000.00
Herbert E. Stilwell (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, Class of 1941, who was lost in the English Channel on a mission during the war	19,720.17
"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship." Awarded 1964-1965 to Gregory William Johnson.	
*Cecil K. Bancroft (1946). Bequest of Mary E. Bancroft, in memory of her brother, Class of 1887, Registrar and Instructor at Phillips Academy, 1906-1932	3,000.00
*Leonard A. Hockstader (1946), Class of 1896	2,500.00
Moses Austin Cartland Shackford (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891	5,000.00
"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course." Awarded 1964-1965 to John William Dineen.	
Macintyre (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents	12,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school." No award in 1964-1965.	
*Robert D. Mills (1947). Bequest of Robert D. Mills, Class of 1893	500.00
†George F. Roberts (1948). Bequest of Mary A. Roberts	2,000.00

* For general scholarship purposes.

† For general scholarship aid for boys from Andover.

Ray A. Shepard (1949-1950; 1953; 1960-61). Friends of Ray A. Shepard, Athletic Director of Phillips Academy, 1919-1949 "The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition." No award in 1964-1965.	2,630.35
Suisman Foundation (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, John R. Suisman, Class of 1955, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950 "Income is to be awarded annually to a student selected by the Scholarship Committee." Awarded 1964-1965 to Thomas Paul Buckman.	15,000.00
*Newton-Hinman (1950). Ahlers Association, in honor of Frederick E. Newton, Class of 1893, and George W. Hinman, Class of 1894, former instructors at Phillips Academy and faculty guardians of the PBX Society	22,243.17
*Society Scholarships. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
*AGC Society (1950). The Rogers Associates, Inc. Balance of income after the Benner Prize	24,461.94
*AUV Society (1950). AUV Corporation	35,000.00
*EDP (1950). The Eta Delta Phi Society Balance of income after Schubert Award	5,000.00
*FLD Society (1950; 1956). The Davison Associates, Inc.	18,115.14
*KOA Society (1950). The Blodgett Association	35,176.17
*PAE Society (1950). The Cooley Association	35,000.00
*PBX Society (1950). (See Newton-Hinman, above)	
*PLS Society (1950). Phi Lambda Sigma Association	17,000.00
*Anonymous (1951)	1,000.00
Richard Jewett Schweppe Memorial (1951-53; 1957-58). Mrs. Richard J. Schweppe, in memory of her husband, Class of 1896 "Income for a scholarship(s) to be awarded annually to a student who shows promise of leadership, responsibility and enthusiasm," and for a prize. Awarded 1964-1965 to Mark Giles Carnevale, Hugh Walz Cuthbertson, Miklos Jako and Marcus Wayne Wright.	38,000.00
*Isabel C. McKenzie (1952). Bequest of Mrs. Isabel C. McKenzie	25,000.00
*AUV Society-James C. Graham Memorial (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1893-1937	10,500.00
Chauncey O'Neil (1955-1959). Edward O'Neil, II, Class of 1927, in memory of his father, Class of 1899 "The income to be awarded annually to a boy or boys from Western Pennsylvania." Awarded 1964-1965 to Kennneth Braden Blake and Thomas William Bottonari.	27,000.00
Horace Martin Poynter (1955-59). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945. Income partially subject to an annuity Awarded 1964-1965 to Richard James Sharples.	23,481.25
*G. Louise and Nelson Robinson (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson	890,767.77

* For general scholarship purposes.

Walter Brooks Memorial (1956). The Walter Brooks Foundation, in memory of Walter Brooks	30,000.00
Hamilton (1956-1964). John D. Hamilton, Class of 1913, in memory of his father, J. D. M. Hamilton "The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River." Awarded 1964-1965 to David Spruance MacCuish.	20,647.19
Evert W. Freeman (1956-58). Bequest of Evert W. Freeman, Class of 1917 "The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need." Awarded 1964-1965 to Robert Luke Tanner.	29,380.23
Joseph Kaplan (1956-59; 1962). Joseph Kaplan and other donors "The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness." Awarded 1964-1965 to Howard David Reines and Kent Newberry Ross.	19,765.00
*Louis N. Bennett Memorial (1957-58). Bequest of Mrs. Josephine C. S. Blaisdell, in memory of her brother, Class of 1893	1,000.00
Alexander Angus McDonell, Jr. (1957-58; 1964). Mrs. Alexander Angus McDonell, in memory of her son, Class of 1935, who gave his life for his country as a member of the United States Air Force on June 20, 1944 Awarded 1964-1965 to John Christopher Harris.	23,721.85
*Putney (1957). R. Emerson Putney, Class of 1928	5,067.82
*Edmund B. Cabot (1957-61). Thomas D. Cabot	9,230.93
William Drinkwater (1958). Bequest of William Drinkwater, Class of 1900. Unrestricted. Income currently added to that of the Julia E. Drinkwater Memorial fund	25,111.11
Indiana (1958-59). Bequest of James C. Thornton, Class of 1904. Preference to boys from Indiana. Income added to fund	10,480.18
*Alfred O. Hitchcock, Jr. (1959). Bequest of Alfred O. Hitchcock, Jr., Class of 1895	600.00
*Helen Davis Hood (1959-60). Bequest of Helen Davis Hood (Mrs. Gilbert H.). Increased in 1960 by Gilbert H. Hood Memorial Fund	6,000.00
May T. Morrison (1959). May T. Morrison Estate Awarded 1964-1965 to Charles Scott McLanahan.	10,000.00
*Henry Mann Silver (1959). Bequest of Henry Mann Silver, Class of 1868	4,206.46
William Madison Wood (1959-60). Cornelius A. Wood, Jr., Class of 1937, in memory of his grandfather. Income added to fund	3,103.67
*Horace D. Bellis (1960). Bequest of Horace D. Bellis, director of gymnasium 1901-02	108,080.05
Harvey Dann (1960-61; 1963). Income added to fund	940.41
*Francis F. Patton (1962). Bequest of Francis F. Patton, Class of 1908	5,000.00
*Jack Moon (1963). Mrs. Wayne Hayward in memory of her father, Sumner Gilbert Moon, Class of 1895	13,427.95

* For general scholarship purposes.

Henry T. Mudd, Jr. (1963-64). Henry T. Mudd, Jr., Class of 1960 Awarded 1964-1965 to Leslie Hugh Powell.	12,635.46
Edward A. and Samuel C. Suisman (1963-65). Edward A. and Samuel C. Suisman Awarded 1964-1965 to Richard Kenneth Dawson.	5,909.97
Ralph B. Carter, III (1964). Bequest of Ralph B. Carter, III, Class of 1941 Awarded 1964-1965 to Gary Andrew Ahrens.	14,261.66
John W. Weber (1964). Bequest of Ralph B. Carter, III, Class of 1941 Awarded 1964-1965 to James Farrand Flowers.	14,261.65
Sanford H. E. Freund (1964). Bequest of Sanford H. E. Freund, Class of 1897	60,920.40
Francis F. O'Donnell (1964). Bequest of Francis F. O'Donnell, Class of 1921	100,000.00
Charles H. Sullivan (1964). Bequest of Joseph C. Sullivan, Class of 1913 Awarded 1964-1965 to James Francis Grillo.	10,000.00
Mary E. Sullivan (1964). Bequest of Joseph C. Sullivan, Class of 1913 Awarded 1964-1965 to Ronald Wayne Takvorian.	10,000.00
*Charles F. Oberhauser (1965). Bequest of Charles F. Oberhauser of Somerville, Mass.	1,039.61

ANNUAL GIFT SCHOLARSHIPS

Alan Fox Scholarship. "To be awarded each year in the amount of $500 to that boy in need of financial assistance who in the opinion of the faculty gives promise of attaining the same breadth of character and intellect as had the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox, Class of 1934, in memory of his father, Alan Fox, Class of 1899. No award in 1964-1965.

Philip B. Stewart Scholarship(s). $2,500. To be used for not more than two scholarships in the Senior class. Sustained (since 1959) by the Sarah Frances Hutchinson Cowles Fund, Inc., in memory of Phillip B. Stewart, Class of 1882. Awarded 1964-1965 to Samuel Laeger Alberstadt and Warren Kempton Clark.

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* For general scholarship purposes.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state. Foreign countries at end of listing)

A personal interview is required of all candidates. Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions, the Admissions Officer, or one of the Interviewing Officers. Candidates unable to visit Andover may themselves arrange an interview at a mutually convenient time with one of the Alumni Representatives listed below. A definite appointment for an interview, whether in Andover or elsewhere, should be arranged in advance. Candidates who would find it a real hardship to get to any of the centers listed should communicate with the Admissions Office about the possibility of seeing a representative not listed below.

ALABAMA

Birmingham
Robert B. Donworth, Jr., '42
1500 Brown Marx Bldg.
Mobile
Frank M. Hicks, Jr., '41
P. O. Box 78
Montgomery
Peter C. Mohr
2739 Colonial Dr.

ALASKA

Anchorage
John V. Munroe, Jr., '48
1814 Scenic Way
Juneau
Cadmus Z. Gordon, Jr., '16
Box 2571

ARIZONA

Phoenix
Howard K. Brown, Jr., '31
P. O. Box 190
Jeremy T. Johnstone, '48
Bethlehem Steel Company
1219 Guaranty Bank Bldg.
3550 North Central Ave.
Sahuarita
Keith S. Brown, '31
Box 8, Santa Rita Ranch
Tucson
John S. Greenway, '42
1634 North Olsen Ave.

ARKANSAS

Little Rock
George M. Hampton, '25
502 Union National Bank Bldg.
Mose Smith, III, M.D., '48
7 Cantrell Rd.

CALIFORNIA

Davis
Donald M. Reynolds, '38
Department of Bacteriology
University of California
Hollywood
Richard A. Moore, '32
5746 Sunset Blvd.
La Jolla
William T. Adams, '28
5911 Waverly Ave.
Los Angeles
Otis Chandler, '46
Los Angeles Times
Times-Mirror Square
Walter L. Farley, Jr., '28
12300 1st Helena Dr.
H. Burt Reiter, '25
The Prudential Insurance Co.
5757 Wilshire Blvd.
Marysville
Harold S. Edwards, '28
770 Rameriz Rd.
Pacific Palisades
Benjamin H. Dorman, '25
1515 San Remo Dr.
Sacramento
Charles A. O'Brien
Department of Justice
Library and Courts Bldg.
San Diego
George E. Mumby, '24
5001 College Ave.
San Francisco
John P. Austin, '32
Morrison, Foerster, Holloway, Shuman & Clark
Crocker Bldg.
Hamilton W. Budge, '46
Brobeck, Phleger & Harrison
111 Sutter St.

Sherman Chickering, '29
111 Sutter St.
William S. Creighton, '39
2939 Divisadero St.

Santa Barbara

Mancel T. Clark, Jr., '28
605 San Ysidro Rd.

COLORADO

Colorado Springs

Capt. Frank Zagorski, '44
Quarters 4507 E
U. S. Air Force Academy

Denver

Richard M. Davis, '29
860 Gaylord St.
John F. Malo, '40
2455 South Jackson St.
John C. Mitchell, 2nd, '34
2601 South Sheridan Blvd.
David C. Wilhelm, '38
1408 East 47th Ave.

DELAWARE

Wilmington

Hon. Caleb R. Layton, III, '26
P. O. Box 46
Edward R. McLean, '34
E. I. duPont deNemours & Co., Inc.
International Dept.

DISTRICT OF COLUMBIA

Washington

George W. Beatty, '50
Lee, Toomey & Kent
1200 Eighteenth St., N.W.
Lawrence C. Dalley, Jr., '45
888 17th St., N.W.

FLORIDA

Clearwater

William H. Fenn, '48
58 North Pine Circle, Belleair

Jacksonville

Laurence F. Lee, Jr., '40
Peninsular Life Insurance Co.

Miami

D. Pierre G. Cameron, '21
Ransom School
3575 Main Highway
Coconut Grove
David J. Williams, II, '38
13955 S.W. 82nd Ave.

Ponte Vedra Beach

Arthur W. Milam, '45
P. O. Box 632

Sarasota

Parker C. Banzhaf, '38
3435 Sea Grape Dr.

GEORGIA

Atlanta

Herbert R. Elsas, '28
3510 Paces Ferry Rd., N.W.
Frank F. Ford, '32
1015 Chattahoochee Ave., N.W.

Columbus

M. C. Jennings, '36
Box 2121

HAWAII

Honolulu

Nathan F. Banfield, 3d, '36
P. O. Box 3200
First Nat'l Bank of Hawaii

IDAHO

Lewiston

George F. Jewett, Jr., '45
320 21st Ave.

ILLINOIS

Chicago

Gardner Brown, '24
White, Weld & Co.
30 West Monroe St.
David A. Dudley, '28
Director of Admissions
Illinois Institute of Technology
3300 South Federal St.

Lake Forest

Barry C. Phelps, '49
1699 Riverwoods Rd.

Northfield

W. Newton Burdick, Jr., '35
217 Dickens Rd.

Rock Island

George T. French, '29
1230 36th Ave.

Skokie

R. Neison Harris, '32
9444 Skokie Blvd.

Peoria

Charles H. Kellogg, '35
908 Stratford Dr.

Evansville

Reginald B. Collier, '45
7300 Newburgh Rd.

INDIANA

Indianapolis

David Moxley, '42
Kiefer-Stewart Co.
Capitol Ave. at George St.

C. Perry Griffith, '45
499 Forest Blvd.

IOWA

Davenport
Alan S. Howard, '27
118 Ridgewood St.

KENTUCKY

Anchorage
Samuel S. Caldwell, Jr., '29
Lincoln Lane
Louisville
William H. Abell, '28
Commonwealth Life Insurance Co.
4th and Broadway

LOUISIANA

Metaivie
Marshall L. Posey, Jr., '55
3201 Richland Ave.
New Orleans
C. Horton Smith, II, '28
108 Duplessis St.
Shreveport
Donald A. Raymond, Jr., '32
1132 Erie St.

MARYLAND

Annapolis
H. Richard Duden, '43
Perry Farms
Baltimore
Leonard M. Gaines, Jr., M.D., '45
213 South Tyrone Rd.
Bethesda
William C. Hart, '40
7504 Hampden Lane

MICHIGAN

Ann Arbor
Charles H. Sawyer, '24
2 Highland Lane
Birmingham
Frederick G. Bahr, '47
540 Berwyn St.
Donald H. Parsons, '48
Emery, Parsons & Bahr
1100 North Woodward
Detroit
William G. Butler, '30
3456 Penobscot Bldg.
George H. Hunt, Jr., '37
2238 Buhl Bldg.
Russell H. Lucas, '12
833 Penobscot Bldg.
Grand Rapids
Paul F. Steketee, Jr., '26
2700 Reeds Lake Blvd.
Grosse Pointe Farms
Carlton M. Higbie, Jr., '35
93 Kenwood Rd.
David W. Kendall, '20
179 Earl Ct.

MINNESOTA

Minneapolis
Louis Polk, Jr., '49
General Mills, Inc.
9200 Wayzata Blvd.
A. Lachlan Reed, '35
Minneapolis-Honeywell Regulator Co.
2753 4th Ave., S.
Arne L. Schoeller, '48
1924 James Ave., S.
J. Kimball Whitney, '46
Whitney Land Co.
907 First Nat'l Bank Bldg.
Wheelock Whitney, Jr., '44
Box 50, Route 5, Wayzata

MISSISSIPPI

Jackson
Donald K. Cameron, Jr., '48
California Oil Co.
P. O. Box 822
William D. Lynch, '38
134 Chippewa Circle

MISSOURI

Clayton
Eugene F. Williams, '42
21 St. Andrews Dr.
Columbia
George C. Miller, '35
600 South Greenwood
Kansas City
Stephen W. Harris, '38
4700 Belleview
Richard H. Sears, '20
The Barstow School
4950 Cherry St.
St. Joseph
Robert A. Brown, Jr., '49
Brown, Douglas and Brown
Tootle-Enright National Bank Bldg.
F. Gregg Thompson, Jr., M.D., '47
902 Edmond St.
St. Louis
Peter B. Hubbell, '50
5154 Westminster Pl.
John Shepley, '42
503 Locust St.

MONTANA

Philipsburg
F. William Vietor, '37
Rocking Chair Ranch

NEBRASKA

Omaha
James A. C. Kennedy, Jr., '33
1502 City National Bank

NEVADA

Deeth
William B. Wright, Jr., '50
Mary's River Ranch
Reno
Robert S. Kimball, 3d, '51
P. O. Box 3117

NEW JERSEY

Metuchen
John P. Stevens, III, '44
181 Maple Ave.

NEW MEXICO

Albuquerque
Gregory H. Illanes, Jr., '38
Quinn & Co.
200 2nd St.
John P. Eastham, '45
Rodey, Dickason, Sloan, Akin & Robb
First National Bank Bldg.—West
Santa Fe
Walter M. Mayer, '15
P. O. Box 851

NEW YORK

Amsterdam
Leon H. Young, '20
22 Summit Ave.
Buffalo
Walter F. Stafford, Jr., M.D., '38
24 Tudor Pl.
John N. Walsh, Jr., '39
85 Highland Ave.
Cazenovia
Robert B. Simonton, '50
West Lake Rd.
Ithaca
Andrew Schultz, Jr., '32
631 Highland Rd.
Mamaroneck
Bernard L. Boyle, Jr., '27
1120 Cove Rd.
New York City
Bromwell Ault, '18
50 East 77th St.
Prescott S. Bush, Jr., '40
Johnson & Higgins
63 Wall St.
Nathaniel M. Cartmell, Jr., '42
McGraw-Hill Publishing Co.
330 West 42nd St.
Joseph C. Fox, '34
Kidder, Peabody & Co.
17 Wall St.
William D. Hart, '36
Parker, Duryee, Benjamin Zunino & Malone
1 East 44th St.
Richard D. Lombard, '49
Lombard, Vitalis & Paganucci, Inc.
111 Broadway
Frank L. Luce, Jr., '27
300 Park Ave.
John D. Lynch, '46
Vanden Broeck, Lieber & Co.
125 Maiden Lane
J. Quigg Newton, Jr., '29
1 East 75th St.
William C. Ridgway, Jr., '25
Crum & Forster
110 William St.
Rochester
Bruce B. Bates, '49
87 Grosvenor Rd.
John H. Castle, Jr., '34
Ritter Co., Inc.
400 West Ave.
Samuel P. Connor, Jr., '24
Amsden-Connor-Mitchell, Inc.
146 Broad St.
Martin H. Donahoe, Jr., '31
343 State St.
Gordon P. Small, '42
1237 Midtown Tower
Syracuse
William O. Aikman, M.D., '42
1117 East Genesee St.
David H. Northrup, '32
205 DeWitt St.

NORTH CAROLINA

Charlotte
E. Osborne Ayscue, '51
800 North Carolina Nat'l Bank Bldg.
Durham
Peregrine White, '29
39 Kinberly Dr.

NORTH DAKOTA

Fargo
Thomas L. Powers, '20
1617 Seventh St., S.

OHIO

Akron
Wayne F. Anderson, '37
504 Delaware Ave.
Cincinnati
William Hausberg, 2d, '32
2600 Willowbrook Dr.
Rt. Rev. Henry W. Hobson, '10
405 Albion St., Glendale
Fletcher E. Nyce, '26
The Central Trust Co.
Wilford L. Romney, '19
7 Sylvan Ln., Wyoming
Cleveland
Thomas J. Keefe, '50
3290 Glencairn Rd.
James C. Miller, II, '50
2347 Tudor Dr.
James R. Stewart, '27
1144 Union Commerce Bldg.
Cleveland Heights
Edward Bartlett, '25
2572 Stratford Rd.
Edward D. Yost, '47
3137 Fairfax Rd.
Dayton
Vernon E. Midgley, '42
Martin Company
131 North Ludlow St.
Gates Mills
George Oliva, Jr., '39
West Hill Dr.
Granville
George W. Chessman, '37
Briarwood Rd.

OKLAHOMA

Bartlesville
Carl M. Elkan, '35
3501 Woodlawn Rd.
Oklahoma City
John H. Edwards, '22
2205 Liberty Bank Bldg.
Dr. Stewart G. Wolf, Jr., '31
644 N.E. 14th St.
Tulsa
James M. Bird, '35
Box 1590
c/o Seismograph Service Corp.
Henry C. Williams, '38
5159 East 31st St.

OREGON

Portland
Broughton H. Bishop, '45
Pendleton Woolen Mills
218 S. W. Jefferson St.
Edmund Hayes, Jr., '44
4256 S.W. Patrick Pl.
Frederick J. Kingery, M.D., '45
2250 N.W. Flanders St.

PENNSYLVANIA

Allentown
Charles D. Snelling, '49
2949 Greenleaf St.
Bradford
Thomas M. Rodes, '54
65 Walker St.
Chambersburg
John M. Sharpe, Jr., '46
630 Philadelphia Ave.
Indiana
Joseph N. Mack, '44
Farmers Bank Bldg.
Narberth
Tolbert N. Richardson, Jr., '27
50 Righters Mill Rd.
Philadelphia
Henry R. Hallowell, '39
12 South 12th St.
c/o Gray & Rogers
James M. Mead, '47
31 East Springfield Ave.
Amory M. Sommaripa, M.D., '48
302 West Springfield Ave.
Pittsburgh
Robert S. Kimball, Jr., '27
136 Beech St.
Edward O'Neil, '27
P. O. Box 1692
John M. Phillips, Jr., '30
Phillips Corp.
700 Clairton Blvd.
Scranton
W. Lawson Chamberlin, '34
Chamberlin & Clarke
Northeastern Nat'l Bank Bldg.
Waverly
James W. Vipond, '30
Waverly Dalton Rd.
Wayne
Robert Schafer, '29
730 Mancill Rd.

SOUTH CAROLINA

Charleston
McColl Pringle, '33
E. H. Pringle & Co.
Columbia
John R. Craft, '29
Columbia Museum of Art
Senate and Bull Sts.

Orangeburg
Benner C. Turner, '23
South Carolina State College

SOUTH DAKOTA

Keystone
James E. Liles, '55
Mount Rushmore Nat'l Memorial
Porcupine
Rev. George P. Pierce, '49
Pine Ridge Indian Reservation
Sioux Falls
Hiram G. Ross, '21
Box 423

TENNESSEE

Knoxville
John Muldowny, '44
University of Tennessee
Dept. of History
Memphis
Henry Loeb, III, '39
365 Colonial Rd.
Nashville
Robert L. Gwinn, '29
1719 West End Dr.
Brush, Hutchinson & Gwinn

TEXAS

Amarillo
Edward L. Roberts, '06
2211 Harrison St.
Dallas
N. Bruce Calder, '41
9211 Guernsey Ln.
William F. Neale, Jr., '44
1010 Hartford Bldg.
John R. Sears, '36
Republic Nat'l Bank of Dallas
El Paso
John D. Mason, Jr., '42
4208 North Stanton St.
Fort Worth
Edwin S. Ryan, '49
1700 Catalina Dr.
Houston
George H. W. Bush, '42
1701 Houston Club Bldg.
Lovett C. Peters, '32
P. O. Box 2197
San Antonio
John M. Bennett, Jr., '27
National Bank of Commerce

UTAH

Ogden
Roderick H. Browning, '44
2641 Washington Blvd.
Salt Lake City
Lincoln D. Clark, M.D., '42
156 Westminster Ave.
C. Chauncey Hall, M.D., '41
2652 East 6200 South

VIRGINIA

Charlottesville
Gardner W. Smith, M.D., '49
University of Virginia Hospital
108 Woodstock Dr.
McLean
Herbert Scoville, Jr., '33
101 Old Georgetown Pike
Norfolk
Jere A. Klotz, M.D., '41
5534 Lakewood Dr.
Richmond
Thomas Walker, M.D., '28
Richmond Memorial Hospital
1300 Westwood Ave.

WASHINGTON

Bellevue
Walter S. Kimball, M.D., '30
3407 76th Ave., N.E.
Evergreen Point
Seattle
Lucius H. Biglow, Jr., '42
1900 Washington Bldg.
Pendleton Miller, '28
711 Central Bldg.
Holt W. Webster, '39
2000 12th Ave., E.
Snoqualmie Falls
Frederick W. Hayes
P. O. Box 97
Spokane
Samuel L. Galland, '25
West 1612 Marc Dr.
Tacoma
Howard S. Reed, '45
7502 North St., S.W.

WEST VIRGINIA

Charleston
William A. Pugh, '39
15 Grosscup Rd.
Wheeling
Marshall T. Gleason, Jr., '33
Shawnee Hills

WISCONSIN

Madison
Professor Williams L. Sachse, '30
1105 Waban Hill

Milwaukee
Robert A. Uihlein, Jr., '34
235 West Galena St.
Racine
John H. Batten, 3d, '31
Twin Disc Clutch Co.
1328 Racine St.

WYOMING

Casper
J. A. Padon, Jr., '39
213 Cottman Bldg.
Story
Maurice Leon, Jr., '42
Box 6

BERMUDA

Hamilton
Hugh C. Masters, '40
Box 139

BRAZIL

Sao Paulo
John R. Thompson, '41
Industria de Pneumaticos
Firestone S. A.
Caixa Postal 8177

BRITISH CROWN COLONY

Hong Kong
Kenneth K. Chun, '44
4/4 A Des Voex Rd., Central
Malayan Insurance Co.

CANAL ZONE

Balboa
Robert J. Boyd, Jr., '48
Box 2013

COLOMBIA

Bogota
William Adams, III, '44
First Nat'l City Bank of New York
Apartado Aereo No. 4134

ENGLAND

London
Laurence W. M. Viney, '38
44 Great Queen St., W.C. 2

FRANCE

Paris
Charles C. de Limur, '40
Bankers Trust Co.
16 Place Vendome
Seine et Oise
Patrick G. Nollet, '51
28 Rue des Sablons
La Celle Saint Cloud

GUATEMALA

Guatemala City
John L. Whitbeck, '40
4A Ave. Sur 14

MEXICO

Mexico City
Samuel C. Dysart, Jr., '46
Goldsmith 27-8
C. Andrew Kaiser, '45
General Electric Co.
S.A. de C.V., Apartado 403

PHILIPPINES

Manila
C. Parsons, '41
Box 886

PUERTO RICO

Bayamon
Guillermo E. Gonzalez, Jr., '50
Hastings BA-9, Extension
Garden Hills
San Juan
Ricardo A. Gonzales, '53
Box 2272

SWITZERLAND

Geneva
David M. Watt, '27
14 Rue Robert de Traz

THAILAND

Bangkok
Piya Chakkaphak
572/1 Phasuk Lane

VENEZUELA

Caracas
Alberto J. Vollmer, '42
Edf. Polar-piso 13
Plaza Venezuela

STUDENTS—1964-65

GEOGRAPHICAL REPRESENTATION

Alabama	6	Nebraska	2	Bahamas	1
Arizona	4	New Hampshire	4	Bermuda	2
Arkansas	5	New Jersey	46	Brazil	1
California	26	New Mexico	1	Canada	8
Colorado	3	New York	130	Colombia	1
Connecticut	90	North Carolina	11	Ecuador	1
Delaware	3	North Dakota	1	El Salvador	1
District of Columbia	10	Ohio	26	England	3
Florida	13	Oklahoma	2	France	2
Georgia	2	Oregon	1	Germany	1
Illinois	16	Pennsylvania	33	Greece	1
Indiana	1	Rhode Island	12	Holland	1
Iowa	17	South Carolina	5	India	1
Kansas	2	South Dakota	1	Italy	1
Kentucky	5	Tennessee	6	Japan	4
Louisiana	2	Texas	20	Mexico	2
Maine	12	Utah	1	Philippines	2
Maryland	11	Vermont	7	Puerto Rico	2
Massachusetts	216	Virginia	11	Spain	1
Michigan	16	Washington	4	Taiwan	2
Minnesota	10	West Virginia	2	Thailand	1
Mississippi	3	Wisconsin	6	Uruguay	1
Missouri	4	Wyoming	2	Venezuela	3
Montana	3			West Indies	1

CLASSIFICATION

Seniors	262
Upper Middlers	255
Lower Middlers	210
Juniors	131
Total Students	858
Boarding Students	783
Day Students	75
Total Students	858

A

U Abbott, Andrew Lelano
Sherborn, Mass.

J Abbott, Ernest Bennett
Somerville, Mass.

U Abernethy, John Lloyd, Jr.
Charlotte 9, N. C.

U Adler, Edward Andrew Koeppel
Kings Point, L. I., N. Y.

U Ahrens, Gary Andrew
Boone, Iowa

S Alberstadt, Samuel Laeger
Bethesda 34, Md.

S Albertson, Carl Eric
Newtonville 60, Mass.

J Albright, Edward Ware
Bedford, N. Y.

U Alden, John Malcolm, Jr.
Atherton, Calif.

U Allen, Frederick Lewis, III
Bronxville, N. Y.

L Allen, Henry Randall
Watertown, Conn.
U Allen, Hoyt Eaves, Jr.
Westport, Conn.
S Allen, Stephen Church
Beverly, Mass.
S Allen, Thomas Heckel
Mamaroneck, N. Y.
U Almquist, Eric Lucien
Valentine, Neb.
L Alofsin, Anthony Michael
Memphis, Tenn.
L Alsina, John Charles
Rochester 10, N. Y.
J Anderson, Brandt Charles
Hyannis Port, Mass.
L Anderson, David Groves
Akron, Ohio
L Anderson, Peter Gunard
Naugatuck, Conn.
J Anderson, Robert Gardner, Jr.
Chicago 11, Ill.
J Andrews, Duncan Trumbull
Greenwich, Conn.
S Andrews, Peter Underwood
Greenwich, Conn.
L Angelosante, Michael
Old Orchard Beach, Me.
L Apitz, Christopher Lee
Morris, Minn.
U Arabie, Clay Phipps
Kingsport, Tenn.
S Aranow, Philip Thompson
Hastings-on-Hudson, N. Y.
J Armstrong, Rex Edwin
Portland 1, Ore.
L Arnold, David Bullard, III
Concord, Mass.
L Arnold, Robert Hall
Arlington, Va.
S Arras, Robert Edward, Jr.
Madrid, Spain
L Asher, James Michael
Leominster, Mass.
L Atkinson, Edward Page
Brookline 46, Mass.
S Austin, Howard Albert, III
New York 29, N. Y.
U Avery, Theodore Paul, Jr.
Oil City, Pa.

B

S Bacalao, Armando
Caracas, Venezuela
L Bacalao, Enrique
Caracas, Venezuela
L Backman, Daniel Gustav
North Reading, Mass.
J Bacon, Carter Smith, Jr.
Hyannis Port, Mass.
U Badman, Lawrence Scott
Riverside, Conn.
S Bagg, Terry Reed
Holyoke, Mass.
J Baird, Gordon Prentiss
New York 16, N. Y.
L Baird, Jonathan Raymond
New York 16, N. Y.
U Bakalar, John Stephen
Swampscott, Mass.
S Baker, Brock
New York 28, N. Y.
U Baker, Warren von Credo
Princeton, N. J.
S Ballard, William
Norwich, Vt.
S Barker, William Benjamin
New Canaan, Conn.
S Barnum, Richard Woodhull
Bethlehem, Pa.
S Barrett, Steven Alan
Bethesda, Md.
U Barringer, William Henry
Scarsdale, N. Y.
S Barry, Christopher John
Methuen, Mass.
U Basile, Alfred Charles
Haverhill, Mass.
U Bass, Robert Muse
Fort Worth 7, Tex.
L Bassett, John Bruce
Cos Cob, Conn.
S Batteau, Dwight Wayne
Cambridge 38, Mass.
S Beach, Robert Edgar, Jr.
Manchester, Conn.
L Beardsley, Jeffry Sumner
Elkhart, Ind.
U Becker, Joseph Michael
Fort Davis, Tex.
U Belida, Alexander James, Jr.
Dayton 24, Ohio
S Benjamin, David Joel, III
San Francisco 15, Calif.
U Bennett, Daniel Gates
Menlo Park, Calif.
L Bennett, John Mirza, IV
San Antonio, Tex.

S Bennett, Richard Henry, Jr.
Richland, Wash.
S Bennett, William Russell, III
Andover, Mass.
L Berg, Brian Gunder
Cavalier, N. D.
U Berg, Edward Henry, Jr.
Newark, Del.
L Berlow, Bruce Alfred
Silver Spring, Md.
S Bernblum, Bennett Jay
Milford, Conn.
L Bernhart, John Kelso
San Francisco, Calif.
U Best, Eric Prentice
Dunstable, Mass.
L Bidwell, John, Jr.
Greenville, S. C.
L Bigelow, Franklin Thomas, Jr.
Carpenteria, Calif.
U Billings, Roger Frank
Falmouth, Mass.
L Bird, James Raymond, Jr.
Plainfield, N. J.
S Bisset, William Thompson
Andover, Mass.
S Blair, Nigel Patrick
Thuro, England
J Blake, Kenneth Braden, Jr.
Murrysville, Pa.
L Blakeslee, Guy Farlow
Palm Beach, Fla.
L Bloom, David Allen
Lawrence, Mass.
L Bloombergh, John Hollis, Jr.
Rockport, Mass.
U Bolyai, John Zoltan
Fall River, Mass.
S Bond, Joe John, III
Fort Worth 7, Tex.
S Bonnett, William Stanton
Wellesley Hills, Mass.
U Borgstrom, Howard Gustave
Alexandria, Va.
J Bossany, Robert John
Chetek, Wis.
L Bostian, William Jolliffe
Richmond 29, Va.
U Bottonari, Kenneth Charles
Pittsburgh 36, Pa.
S Bottonari, Thomas William
Pittsburgh 36, Pa.
S Bourne, William Randolph
Danville, Va.
S Bowen, Stephen Gardner
Woods Hole, Mass.
S Boydston, Richard Mason, Jr.
Des Moines 12, Iowa
J Boynton, Carter Reid
Stockbridge, Mass.
L Bradley, Michael Allen
North Smithfield, R. I.
U Brand, Peter Schuyler
Washington, D. C.
U Brewster, Walter Rice., Jr.
New York 21, N. Y.
S Briggs, Alba Houghton, III
Chadron, Neb.
S Brown, Judson Brooks
Andover, Mass.
S Brown, Malcolm McDougal
Lake Forest, Ill.
J Brown, Paul Brooks
Andover, Mass.
L Brown, Paul Cameron
North Kingstown, R. I.
L Brown, Stephen Dennis
Wellesley Hills, Mass.
L Brown, Stephen Gardner
Sahuarita, Ariz.
U Browne, Robert Mallory
Louisville, Ky.
S Browning, John Donald
Sea Cliff, N. Y.
U Buchin, Peter Jay
Forest Hills 75, N. Y.
S Buckman, Thomas Paul
Le Center, Minn.
S Bump, Morrison McKelvy, Jr.
Ashland, Ky.
L Burdick, Winfield Newton, III
Northfield, Ill.
U Burke, Stephen Johnson
Far Hills, N. J.
S Burkhard, Peter Allen
Andover, Mass.
S Burns, Matthew Wallace
Montgomery, Ala.
L Burns, Richard Randolph
Marblehead, Mass.
S Burr, Peter Merritt
Concord, Mass.
L Butte, John McMurray
Austin, Tex.
J Buttenfield, Philip Martin Pfeil
Pittsburgh 32, Pa.
L Byers, Robert Kern, Jr.
Gilroy, Calif.

C

U Caffrey, Augustine Joseph, III
Andover, Mass.
S Call, William Herbert
New York City, N. Y.
J Cambal, Dennis Hayden
Waltham, Mass.
S Cameron, Gerard Guyot, II
Princeton, N. J.
U Campbell, Robert Johnson
Andover, Mass.
U Carmichael, Louis David
New York 28, N. Y.
S Carnevale, Mark Giles
Arkansas City, Kan.
J Carr, John Henry, Jr.
Salem, Mass.
U Casey, Richard Andrew, Jr.
North Andover, Mass.
L Chamberlin, Fletcher Coleman, Jr.
Sherborn, Mass.
S Chamberlin, William Laverack
Sherborn, Mass.
J Chang, Patrick St. Clair
New York 27, N. Y.
J Chang, Rowland Waton
Youngstown 12, Ohio
J Chapin, Edward King
Manchester, Conn.
J Chapman, Donald Redding
New Canaan, Conn.
U Cheng, Chosen Tien-chung
Marietta, Ohio
L Cheng, DeWitt Tien-wei
Marietta, Ohio
U Chimento, George Louis
Westerly, R. I.
S Chin, Rockwell Jaowen
Norton, Mass.
L Clapp, John Thayer
San Francisco, Calif.
S Clapp, Peter Wales
San Francisco, Calif.
J Clark, Allan Douglas Parker
Chelmsford, Mass.
S Clark, Warren Kempton
Little Compton, R. I.
U Clarke, Christopher Austin Bruff
Darien, Conn.
S Clift, Daniel Kennedy
Andover, Mass.
U Clift, William Biggs, III
Andover, Mass.
J Clinton, Philip Leslie
Andover, Mass.
L Coburn, Stephen Campbell
Bedford, N. Y.
L Cohan, Robert David
Worcester, Mass.
J Cohen, Rip
Millburn, N. J.
L Cohen, Todd
Millburn, N. J.
L Coit, Daniel Grosvenor
Washington, Conn.
U Colby, Alexander MacGregor
West Boxford, Mass.
S Cole, Robert Albert
Andover, Mass.
L Coleman, Edward Francis
Andover, Mass.
U Coleman, John Michael
Memphis 16, Tenn.
L Colle, Pierre Emmanuel
Andover, Mass.
L Collier, Charles Whitney
Wellesley, Mass.
L Combs, Craig Skidmore
Eatontown, N. J.
S Comstock, Henry Walker, Jr.
Buffalo 22, N. Y.
J Comstock, Lyndon Brent
North Muskegon, Mich.
U Conant, Jonathan Brewster
West Newton 65, Mass.
S Constantineau, Peter David
North Andover, Mass.
U Cooney, John Fontana
Nashville 5, Tenn.
U Corcoran, William Joseph, Jr.
Cambridge 38, Mass.
U Cotton, John Maurice
New York 21, N. Y.
U Cowan, Spencer Morris, Jr.
Boston, Mass.
L Cox, David Claridge
Calgary, Alta., Canada
S Cromie, Richard James
Andover, Mass.
L Cross, Norman Campbell, Jr.
Lunenburg, Mass.
J Crowley, Roland Vincent
Lowell, Mass.
L Cunningham, Daniel Paul
Cincinnati 38, Ohio
U Cunningham, Stephen Robert
Cincinnati 38, Ohio
U Curran, Bruce Hammill
New York, N. Y.
J Currie, Francis Sparre
New York 21, N. Y.
U Currier, Michael Paul
Fort Kent, Me.

U Curtiss, William Hanford, III
Woodside, Calif.
S Cuthbertson, Hugh Walz
Riverside, Conn.
J Czarnecki, John Jacob
Reading, Pa.

D

L Dailey, William Jonathan
Leonia, N. J.
J Daly, Martin William, Jr.
Andover, Mass.
S Davidson, Laurence John
Cedar Grove, N. J.
L Davis, André Maurice
Baltimore, Md.
L Davis, Churchward, Jr.
Pittsfield, Mass.
U Davis, Geoffrey Barker
Providence 6, R. I.
S Davis, Ralph Paul
Washington 15, D. C.
U Davis, William Michael
Northville, Mich.
U Dawson, Richard Kenneth
Lawrence, Mass.
U Dawson, William Lockhart, Jr.
Arlington 2, Va.
S Deane, John Cutting
Grand Rapids 5, Mich.
L DeAngelis, Paul Thomas
Chevy Chase, Md.
S deChaponniere, Jean Raphael Douglas
Le Puy (Haute-Loire), France
U Deck, Raymond Henry, Jr.
Andover, Mass.
J DeFelice, Harold Louis, Jr.
New Haven, Conn.
L Dembski, Stephen Michael
Reading, Mass.
J Deming, Ellsworth Huntington
Hamden 17, Conn.
S Dennehy, Peter Normann
Setauket, L. I., N. Y.
L Denton, David William
Great Falls, Mont.
J Des Roches, Daniel Scott
Andover, Mass.
L Deutsch, Nicholas Arthur
Cambridge 38, Mass.
J Devereux, Edward Rickert, Jr.
Ponte Vedra Beach, Fla.
S Devereux, Stephen Edward
Ponte Vedra Beach, Fla.
U Diamond, Norman George
Waterloo, Iowa
S Dickerson, Norvin Kennedy, Jr.
Monroe, N. C.
S Dineen, John William
Lawrence, Mass.
S Dixon, Courtlandt Palmer, III
Lawrence, L. I.,N. Y.
J Dodd, Douglas Van Everen
Andover, Mass.
S Doherty, Thomas Joseph, Jr.
Andover, Mass.
S Donaldson, Robert Beach
Riverdale 71, N. Y.
L Doran, John Joseph
Wellesley, Mass.
L Dorn, William Leary
Houston 27, Tex.
J Douglas, Eric Frost
Glendora, Calif.
U Duffy, Robert Franklin
New York, N. Y.
S Dun, John Spurrier
San Mateo, Calif.
L Duncan, Robert Ames
Baltimore, Md.
L Dunham, Carroll, Jr.
Old Lyme, Conn.
J Dupont, Jules St. Martin, Jr.
Houma, La.
S Durham, Harry Blaine, III
Casper, Wyo.
L Dyer, Charles Herbert
Haverhill, Mass.

E

U Eakland, William Lyon
Rye, N. Y.
L Eaton, Theodore Hambleton
Grosse Pointe 36, Mich.
U Eddy, Lee Chickering
Glen Ellyn, Ill.
J Edmundson, Stephen Taylor
Darien, Conn.
U Edwards, Leland Stanford
Seattle, Wash.
U Ehrhart, Robert Henry
Orleans, Mass.

J Ehrlich, Frank Chapman
Kansas City 12, Mo.
U Eichleay, George Frederick
Pittsburgh 17, Pa.
S Eller, James Robert, Jr.
Charlotte 3, N. C.
L Ellis, Alexander, III
Concord, Mass.
U Ellison, Jonathan David
Falls Village, Conn.
L Engvall, David Melville
Dublin, N. H.
U Erskine, John Emerson, Jr.
Racine, Wis.
L Escoruela, Andres Joseph
Forest Hills Gardens, L. I., N. Y.
S Evans, John Randall
Demarest, N. J.
J Everett, Davis Burton
Caracas, Venezuela, S. A.
S Everett, Todd Harrison
Caracas, Venezuela, S. A.

F

U Fabiani, James Parnham
Westport, Conn.
U Fairbairn, J. Randall
New York 24, N. Y.
U Farley, David Wells
Harvard, Mass.
U Farrah, Albert Louis, Jr.
Methuen, Mass.
J Farrell, Michael O.
Salisbury, Mass.
S Fay, John Bruce
Dorset, Vt.
J Feldman, James Samuel
Waban 68, Mass.
U Feldman, Theodore Sherman
Waban 68, Mass.
U Field, Arthur Maxwell, III
Hampden-Sydney, Va.
S Finch, Stephen Baker, Jr.
Lawrence, L. I., N. Y.
S Finn, John Taylor
Florence, Ala.
J Flad, Ward Beecher
Youngstown 12, Ohio
U Fletcher, Michael Anthony
West Windham, N. H.
L Florenz, Paul Andrew
Methuen, Mass.
U Flowers, James Farrand
Houston 27, Tex.
U Foster, David Armour
Mankato, Minn.
S Fox, John Gardner
Rumson, N. J.
U Fraker, Ford McKinstry
Princeton, N. J.
J Francesco, Steven Anthony
Beverly Farms, Mass.
U Franchot, Peter Van Rensselaer
Grosse Pointe 36, Mich.
J Freedman, Robert Morris
Natick, Mass.
L Freeman, Douglas Southall, II
New York 21, N. Y.
U Freeman, Gordon Leslie, Jr.
North Andover, Mass.
L Funston, George Keith, Jr.
Greenwich, Conn.

G

L Gadsden, Thomas Parker
Short Hills, N. J.
L Gaffny, John Joseph
North Andover, Mass.
S Gallaudet, Peter Wallace
Farmington, Conn.
U Galpin, Amos
New Haven 11, Conn.
S Ganem, Bruce Emil
Methuen, Mass.
J Ganem, Donald Emil
Methuen, Mass.
S Gang, Robert Charles
Huntington 1, W. Va.
U Gardner, Ellis Benjamin, III
Darien, Conn.
S Gardner, Jeffrey Davis
Glencoe, Ill.
L Gardner, Steven Hedden
Weston, Mass.
S Garner, Thomas Fleetwood, Jr.
Richmond 29, Va.
L Garner, William Vaughan
Richmond 29, Va.
S Gast, David Sobo
Westfield, N. J.
J Gates, Donald Robert
Des Moines, Iowa

L Gates, Frederick Taylor, III
Nassau, Bahamas
U Gauntt, William Marshal
Montgomery 6, Ala.
J Gegenheimer, Peter Albert
Tucson, Ariz.
U Geiger, Martin Alan
Harrison, N. Y.
U Gerber, David Frederick, II
Middletown, Ohio
U Gibbs, George Geoffrey
Billings, Mont.
S Gibson, Anthony Herrick
Stamford, Conn.
L Giles, James David
Oklahoma City, Okla.
U Gillette, John Westfield, II
Birmingham, Mich.
U Goldman, Daniel Franko
Amawalk, N. Y.
U Gonzalez, Fernando Luis
Guaynabo, Puerto Rico
L Goodspeed, Norwick Beauford Houston
Fairfield, Conn.
S Gorelik, Gregory Mordecai
Guayaquil, Ecuador, S. A.
L Gould, Willard Joseph, III
Hartsdale, N. Y.
L Grafton, Anthony Thomas
New York 21, N. Y.
S Graham, John Thomas
Seattle 19, Wash.
U Gray, James Cranston, Jr.
South Dartmouth, Mass.
S Grew, James Hooper, Jr.
Andover, Mass.
S Griffin, John William
Norwood, Mass.
U Grillo, James Francis
Andover, Mass.
J Gruner, Robert Barnet
New York 22, N. Y.
U Gurry Christopher Jude
Andover, Mass.

H

S Hafkenschiel, Benjamin Thomas
Bala-Cynwyd, Pa.
S Hagan, William Hart, Jr.
Louisville 7, Ky.
L Hairston, James Roland
Pittsburgh, Pa.
S Haley, James Brian
Nevada City, Calif.
L Haley, Mark Layton
Andover, Mass.
S Haley, Peter Christopher
Belmont, Mass.
J Hall, James Gilbert, II
Short Hills, N. J.
J Hall, Oakley Maxwell, III
Olympic Valley, Calif.
J Hall, Russell Bruce
Fort Hood, Tex.
S Hallett, Christopher John
Weston, Mass.
S Hamilton, Daniel Kirk, Jr.
Chapel Hill, N. C.
L Hammond, William Edward
Greenwich, Conn.
L Hand, Clark William
Andover, Mass.
L Hanley, John Weller, Jr.
Cincinnati 8, Ohio
U Hanson, David Taverner
Billings, Mont.
L Harness, Edward Granville, Jr.
Cincinnati 43, Ohio
L Harris, Alexander Eisemann
Atlanta 27, Ga.
U Harris, Arthur, III
Atlanta 27, Ga.
J Harris, Charles Clements, Jr.
Sewell, N. J.
U Harris, George Rice
Andover, Mass.
U Harris, Gerald David
Victoria, B. C., Canada
S Harris, John Christopher
Westerly, R. I.
L Harrison, Charles Maxwell
Santa Fe, N. M.
J Hart, Robert Mayes, Jr.
New Canaan, Conn.
S Harte, Christopher McCutcheon
Corpus Christi, Tex.
J Harward, Vernon Judson, III
Northampton, Mass.
L Hausberg, Mark
Cincinnati 37, Ohio
U Haviland, David William
Montclair, N. J.
J Hawkins, John Richard, III
Bogota, N. J.
L Hawley, MacDonald Steven
Wayzata, Minn.
S Hayes, Grenville Karl
Fairhaven, Mass.
U Hayes, James Stoddard, Jr.
Lancaster, Pa.

U Healey, Raymond Francis, Jr.
Upper Montclair, N. J.
J Healey, Todd Stephen
Upper Montclair, N. J.
J Hearey, Bruce Gerard
Oaklyn 6, N. J.
L Heber, Justin Garland
Green Lake, Me.
J Heifetz, Irvin Neil
Andover, Mass.
S Heifettz, Louis James
Andover, Mass.
U Hemenway, Andrew Maine
Northford, Conn.
S Hemingway, John Moon
Stamford, Conn.
S Henry, Paul Wallace
Middlebury, Conn.
S Herrelko, David Alan
Bowie, Md.
S Herrmann, Carl Procter
Grafton, Mass.
L Hertz, Paul Richard
Springfield, Ohio
J Hildebrandt, Andrew Wayne
Lawrence, Mass.
U Hilley, John Lee
Bedford, Mass.
U Hilsman, Hoyt Roger
New York, N. Y.
S Hinkle, Ward Byington
New Canaan, Conn.
S Hinkley, Andrew Haldane
Lancaster, N. H.
U Hinman, Richard Guild
Andover, Mass.
U Hogen, Charles Robert, Jr.
Chappaqua, N. Y.
L Holkins, John McGarry
Howell, Mich.
L Holland, Baxter Clay
Greenwich, Conn.
J Hopkins, Brian James
Rome, N. Y.
S Horvitz, Robert Joseph
Akron 20, Ohio
S Howe, Frank Alexander
Cincinnati 43, Ohio
S Hoye, Robert Wallace
Wellesley Hills 81, Mass.
U Hudak, Raymond John
Pittsburgh 4, Pa.
S Hudner, Michael Patrick Sweeney
South Swansea, Mass.
J Hughes, Bruce Allan
Swampscott, Mass.
U Hughes, David Evan
Toledo, Ohio
S Huntington, Derek Updegraf
Hartford 5, Conn.
L Hutchison, Robert Alan
Carlisle, Iowa

I

S Indjic, Eugene
Springfield 8, Mass.
L Ireland, Thomas Ellis
New York 21, N. Y.
U Ives, Alexander Frank
New York 24, N. Y.

J

U Jackson, Clifton Edward, Jr.
Alexandria, Va.
J Jackson, Gary Beggs
Hot Springs, Ark.
J Jackson, Thomas Humphrey
Kalamazoo, Mich.
S Jako, Miklos
Andover, Mass.
S James, Jay Zachary, Jr.
Andover, Mass.
U James, Michael Howard
Woodbury, Conn.
S Jameson, John Thomas
Katonah, N. Y.
L Jensen, Frode, III
New York 71, N. Y.
S Jerman, Hubert Bennett, Jr.
Charlotte 7, N. C.
U Jewell, Daniel Ashley
Locust Valley, N. Y.
S Jimerson, Robert Charles
Sinking Spring, Pa.
J Johanson, David Owen
Wellesley 81, Mass.
U Johnson, David Clayton, III
Brooklyn, N. Y.
S Johnson, Gregory William
Venice, Fla.
L Johnson, Mark Peter
Andover, Mass.
U Johnson, Maurice Carl, III
Winnetka, Ill.

S Johnston, James Harvey, III
Jackson 6, Miss.
L Johnston, William Elliott
Jackson 6, Miss.
U Jones, Eric Wilkins
Andover, Mass.
J Joseph, Jean Paul
San Salvador, Rep. of El Salvador, C. A.

K

S Kahn, Ely Jacques, III
Scarborough, N. Y.
L Kahn, Joseph Plaut
Scarborough, N. Y.
U Kapur, Dilip
Pondichery 2, South India
S Karlson, Douglas Alden
St. Louis Park 26, Minn.
S Katz, Peter
Cambridge 38, Mass.
S Kaufmann, Rodgers Passavant
Munich 22, Germany
U Kaupe, William Herbert, Jr.
Waccabuc, N. Y.
J Kefferston, Robert Dick, II
Andover, Mass.
L Kehoe, Wilson Hazelitt
Princeton, N. J.
L Keller, Peter Gardner
Chestnut Hill 67, Mass
S Keller, Robert Scott
Winnetka, Ill.
S Kellett, Mirle Amory
Wellesley Hills 81, Mass.
L Kellogg, Stephen Brewster
Weston 93, Mass.
L Kelsey, Harvey Marion, III
Rye, N. Y.
J Kelsey, John Lufkin
Toledo, Ohio
U Kendrick, Edmund Hopkinson, Jr.
Wenham, Mass.
L Kendrick, Melvin Southworth
Wenham, Mass.
S Kenna, Edgar Douglas, III
Beverly Farms, Mass.
J Kenney, Pardon Robert
Andover, Mass.
U Keppelman, Christopher May
Litchfield, Conn.
L Ketch, Lawrence Levant
Denver, Colo.
J Key, Richard Ralph
Chevy Chase, Md.
S Keyworth, Richard Briggs
Gardner, Mass.
L Kidd, Lawrence Graves
Andover, Mass.
S Kilbreth, James Truesdell, III
Garden City, L. I., N. Y.
U Kinsolving, Thomas Bruce
New York 21, N. Y.
U Kirk, Selden Thayer
Old Greenwich, Conn.
J Kirkpatrick, William Alexander, Jr.
Carnegie, Pa.
U Kitendaugh, James Glanville
Greenwich, Conn.
S Kitson, Peter Wesley
Haverhill, Mass.
U Klein, Francis Charles
New York 23, N. Y.
S Kline, Hibberd Van Buren, III
Pittsburgh 13, Pa.
J Koch, Daniel S.
Little Neck, N. Y.
L Koch, James Paul
Larchmont, N. Y.
S Koehler, Arnold Ray
Weyerhauser, Wis.
J Konecky, Sean
New York 21, N. Y.
J Krier, Kenneth Daniel
North Canton, Ohio
U Krinsky, Michael Mayer
New London, Conn.
J Kritzer, Robert Benjamin
Brooklyn 1, N. Y.
L Kubie, John Latz
Scarsdale, N. Y.
U Kunen, James Simon
Marlboro, Mass.
S Kutvirt, Thomas Otaker
Rochester 18, N. Y.

L

S Lacouture, John Edwin
Virginia Beach, Va.
L Langford, Charles Parmelee
Lindenhurst, L. I., N. Y.
J Lanius, Paul Baxter, III
Dacca, East Pakistan
S Lansing, James Perrin
Milwaukee 17, Wis.

J Lasater, Ike Kampmann
Falfurrias, Tex.
U Latvis, Joseph Michael
Lawrence, Mass.
S Laughead, James Russell, Jr.
Des Moines 10, Iowa
J Laurier, Robert Carl
St. Lambert, Montreal, Que., Canada
U Lawrence, Guy Bedell
Stamford, Conn.
L Lawrence, Randolph Thomas
Pound Ridge, N. Y.
S Leary, Richard Maxwell
Arlington 74, Mass.
S Lederer, John Hall
Hatboro, Pa.
L Lee, James Hammon
Wichita Falls, Tex.
U Leete, Kevin John
Andover, Mass.
L Leinwand, Ira Jay
Manhasset, L. I., N. Y.
U Leismer, John Alfred
Petoskey, Mich.
U Lemkin, Jeffrey David
Lowell, Mass.
J Lemkin, Michael Bruce
Lowell, Mass.
U Leone, John Joseph
South San Gabriel, Calif.
S Levine, John Braverman
Lowell, Mass.
L Lewis, Rodney Eldon
Gibbon, Minn.
U Liang, Li-Shiang
Bogota, Colombia, S. A.
S Licklider, Tracy Robnett
Mt. Kisco, N. Y.
U Lincoln, Loring Bills, Jr.
Swampscott, Mass.
J Lindley, Charles Robert Denver
New York 28, N. Y.
L Lisberger, Stephen Gates
Ithaca, N. Y.
U Littlefield, William Emery, Jr.
Upper Montclair, N. J.
U Liu, Thomas Wang
Columbus 2, Ohio
L Logsdon, Mark Joseph
Lake Forest, Ill.
S London, Fredric Scott
Saginaw, Mich.
U Lowe, Frederick William, III
Manchester, Conn.
U Lowell, Peter Tappin
Bridgton, Me.
U Lowell, Roger Wells
Bridgton, Me.
U Lower, John Wilson
Dobbs Ferry, N. Y.
L Lucas, John Edward
York, Me.
L Lucas, William Charles
Scarsdale, N. Y.
U Ludden, David Ellsworth
Chappaqua, N. Y.
J Lynch, Dana Hoyt
Jackson, Miss.
U Lynn, Christopher Gardiner
Los Gatos, Calif.
L Lytle, Jesse Stewart
Birmingham 12, Ala.

M

S McAfee, Stuart Reeves
Irvington-on-Hudson, N. Y.
S McCabe, Frederic Charles, Jr.
Lawrence, Mass.
L McCarthy, Stephen Joseph
Marblehead, Mass.
S MacCuish, David Spruance
Riverside, Calif.
U McEvoy, Earl Edward, Jr.
Rye, N. Y.
S McEwan, Thomas Edmund
Silver Spring, Md.
U MacGuire, Osborne Ranier
Montgomery, Ala.
U McKibben, Timothy Pence
Grinnell, **Iowa**
S McLanahan, Charles Scott
Wallingford, Pa.
S McLean, Edward Righter, Jr.
Greenville 7, Del.
U McLean, John Alan
Summit, N. J.
S McLean, Stuart Thomas
Pound Ridge, N. Y.
U McMullen, Kelly André
Somerset, N. J.
J McNealy, Roderick Marshall
Chicago 14, Ill.
L MacNelly, James Bruce
Cedarhurst, L. I., N. Y.
S MacNelly, Jeffrey Kenneth
Cedarhurst, L. I., N. Y.
U McTernen, Malcolm Bodwell, III
Peoria, Ill.
U McWilliams, Andrew Alfred Reeves
Bloomfield, N. J.

S Madison, Michael Timothy
Davis, Calif.
S Magruder, Joseph Hull, Jr.
Fairfield, Conn.
S Mahoney, Timothy William
White Plains, N. Y.
U Major, James Williamson, Jr.
Willimantic, Conn.
U Makepeace, David Walter
Naugatuck, Conn.
S Maling, Walter Henry
Annapolis, Md.
L Mallory, Stephen Paul
Kansas City 1, Kan.
S Mansvelt Beck, Burchard Jan
The Hague, The Netherlands
U Mar, James Christopher
Lincoln, Mass.
U Maranzana, Louis
Hollywood, Fla.
S Marble, Warren Nickerson
South Dennis, Mass.
U Marichal, Carlos
Cambridge 40, Mass.
L Marichal, Miguel
Cambridge 40, Mass.
S Marks, Andrew Wilson
Cheswick, Pa.
L Marks, Standish Backus
Grosse Pointe Shores 36, Mich.
J Marshall, Courtney Allen
Machias, Me.
S Marshall, Peter
Greenwich, Conn.
S Marshall, Stephen Bush
Palo Alto, Calif.
U Martin, James Stuart
Burlington, Vt.
S Marvel, Jonathan Hopkins
Greenville, Del.
L Masters, James Henry Peniston
Pembroke, Bermuda
S Mathews, Colin Dee
Park City, Utah
L Matthews, Paul Chandler, III
St. James, N. Y.
U Maxon, Earl Halbert
El Paso 12, Tex.
L Maytag, Dean Calvin
Laurel, Iowa
S Mazel, Eugene Andrew Stephen
Andover, Mass.
S Meade, Everard Kidder, III
New York 21, N. Y.
S Means, Graeme Donald
Providence 6, R. I.
L Mears, William Sargeant
Litchfield, Conn.
L Melamed, Jeffrey Stephen
Binghamton, N. Y.
S Melamed, Mark Alan
Binghamton, N. Y.
S Mele, Peter Cameron
Barneveld, N. Y.
L Melendy, Robert Gordon, Jr.
Wellesley Hills 81, Mass.
J Meller, Gary Chester
Mt. Kisco, N. Y.
L Mendenhall, John Talcott, Jr.
Madison, Wis.
L Menocal, Luis, III
Mexico, D. F., Mexico
S Messick, Brinkley Morris, III
Dayton, Ohio
U Miller, Bryan Griffin
Andover, Mass.
U Miller, Peter Paul, 3d
Swarthmore, Pa.
U Miller, Robert Craig, Jr.
Charlotte 5, N. C.
U Miller, Samuel Ray
Miami Beach 40, Fla.
S Milliken, Gerrish Hill, III
Greenwich, Conn.
S Mills, Jonathan Quimby
New Canaan, Conn.
S Milmoe, Cornelius James
Oneida, N. Y.
L Mintkeski, Walter Cleverdon
Manhasset, L. I., N. Y.
U Mitchell, Charles DeBeaux
Glen Ridge, N. J.
U Mitchell, Paul Alexander
Stamford, Conn.
U Molé, Matthew Cartwright
Summit, N. J.
U Moody, Robert Wallace
Mt. Lebanon, Pa.
U Mook, David Parker
Tenafly, N. J.
U Moore, Christopher Lee
North Tarrytown, N. Y.
L Moore, James Daniel, Jr.
Fort Bragg, N. C.
L Moore, John Baker
Wheaton, Ill.
S Moore, Mark Harrison
Worcester 9, Mass.
S Moore, Matthew Swift
Pasadena 3, Calif.
J Moravec, Francis Joseph
Tuxedo Park, N. Y.
S Morgan, John William, Jr.
Wellesley Hills 81, Mass.
S Morgan, Peter Eason
Corning, Ark.

U	Morgan, Philip Robinson	Shrewsbury, Mass.
J	Moriarty, John James	Andover, Mass.
U	Morrill, William Henderson	Barrington, R. I.
L	Morris, Sidney Brock	Pittsburgh 32, Pa.
U	Morse, Jonathan	Bedford, N. Y.
J	Moulin, Albert Edward, III	New Orleans 15, La.
U	Mulley, Albert George, Jr.	Wilmington, Mass.
L	Munro, David Badgley	Jackson, Mich.
S	Munroe, George Taylor	New York 25, N. Y.
S	Munroe, James Granger	Andover, Mass.
S	Murray, Roger Franklin, III	New York 25, N. Y.
U	Myers, Douglas Lee	Greenwich, Conn.
L	Myers, Gregory Bruce	Ottumwa, Iowa

N

S	Nelson, Blyth Covey	Ste. Agathe Des Monts, Que., Canada
L	Nelson, Phillip Lloyd	Pea Ridge, Ark.
L	Nettleton, John Scott	Fort Collins, Colo.
U	Nevius, George Booker	Red Bank, N. J.
U	Newbury, William Kellogg	Concord, Mass.
U	Newcomb, Winthrop Holbrook	Andover, Mass.
U	Newhall, William Price, II	Riverside, Conn.
L	Newmyer, Arthur Grover, III	Washington 8, D. C.
S	Newton, Charles Richard	Westboro, Mass.
U	Noble, Richard Cedric	Jackson, Mich.
U	Noll, Jon Gray	Springfield, Ill.
J	Nowell, Frederick Nichols, III	Andover, Mass.

O

S	Ogden, Herbert Gouverneur, Jr.	Windsor, Vt.
U	Ogilvie, Andrew Jones	Brookfield Center, Conn.
U	O'Gorman, Stephen Vincent	Beverly, Mass.
L	O'Hern, Joseph John	Barnum, Iowa
S	O'Hern, Patrick Joseph	Barnum, Iowa
J	Olsen, Dwight E. Stephen	Bagley, Minn.
U	Olson, Stanley Howard	Groton, Mass.
S	Olver, Richard Boyce	Rome, Italy
J	Onerheim, Neil Eric	Ottumwa, Iowa
J	Oniskor, Alan Philip	Flushing 55, N. Y.
S	O'Shaughnessy, Richard William	Columbus, Ohio
S	Osterrieth, Michael Johannes	Baden, Germany
J	Outerbridge, Ira Stuart, III	Pembroke, Bermuda

P

J	Paez-Aragon, Alejandro	Mexico 10, D. F., Mexico
S	Page, Theodore Herbert, III	Peoria, Ill.
S	Paige, Clifford Edward	Fairfield, Conn.
L	Paoletti, James Joseph	Hartford 10, Conn.
L	Park, Bradford Stalker	North Reading, Mass.
L	Parry, Thomas Hugh	Hamilton, N. Y.
S	Parsons, José Charles	Manila, Philippines
S	Patrick, John Joseph	Methuen, Mass.

S Peet, Daniel John
Wolverton, Minn.
S Perault, Peter Zander
Pittsfield, Mass.
U Perdue, Peter Cushing
Port Washington, N. Y.
S Perry, Geoffrey Duer
New York, N. Y.
S Perry, Timothy Sewell
Louisville 7, Ky.
U Perry, Winthrop Scott, II
Montevideo, Uruguay, S. A.
L Peterson, Lee Allen
Old Lyme, Conn.
J Peterson, Robert Burnett
Andover, Mass.
U Peterson, Woody Norman
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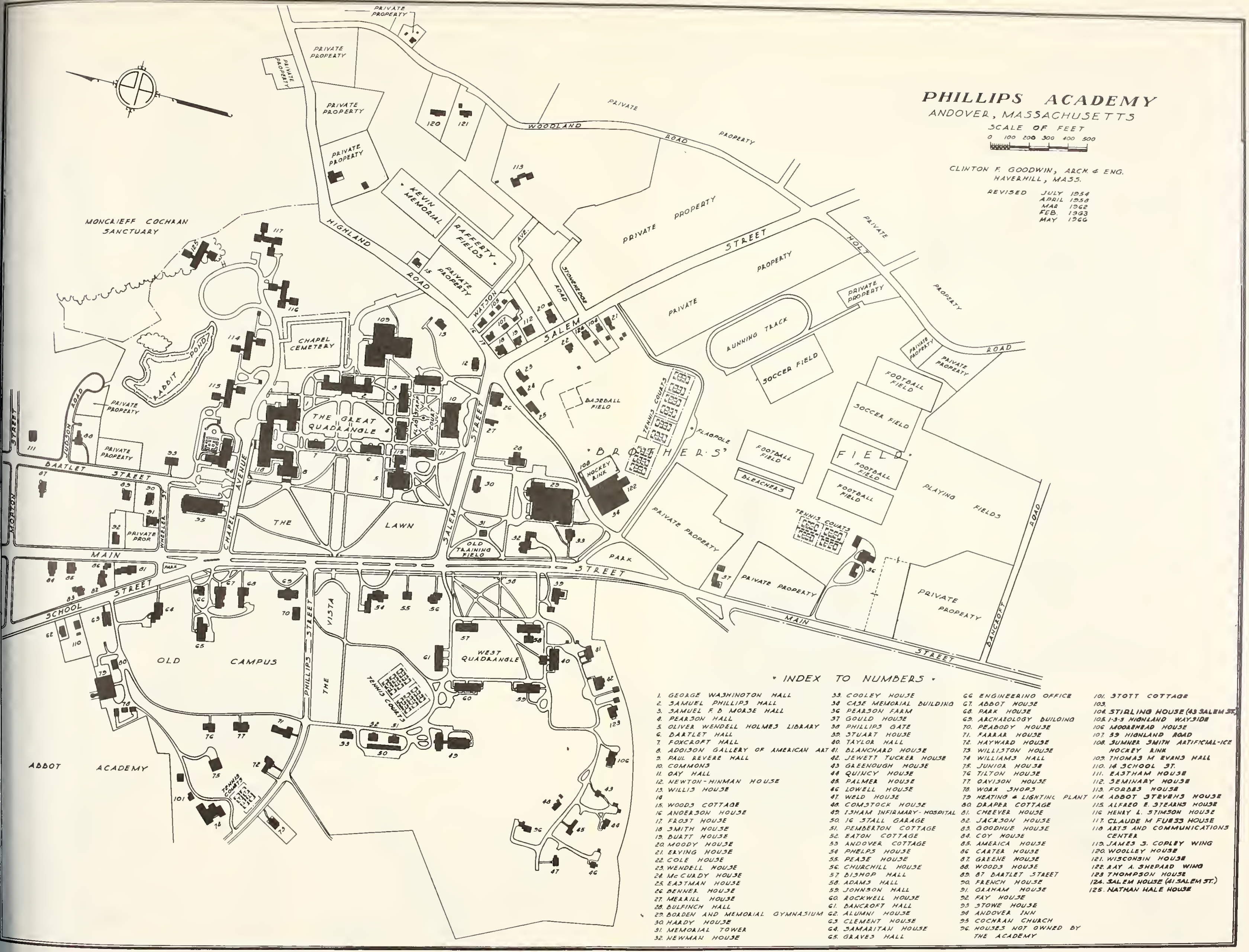
PHILLIPS ACADEMY

Andover, Massachusetts

1967

ONE HUNDRED EIGHTY-NINTH YEAR

Published by Phillips Academy, Andover, Massachusetts



MONCRIEFF COCHRAN SANCTUARY
RABBIT POND
CHAPEL CEMETERY
HIGHLAND ROAD
WOODLAND ROAD
HOLT ROAD
WATSON AVE.
STONEHEDGE ROAD
SALEM STREET
KEVIN MEMORIAL
RAFFERTY FIELDS
PRIVATE PROPERTY
RUNNING TRACK
SOCCER FIELD
FOOTBALL FIELD
BASEBALL FIELD
TENNIS COURTS
FLAGPOLE
HOCKEY RINK
BLEACHERS
'BROTHERS' FIELD'
PLAYING FIELDS
BANCROFT ROAD
THE GREAT QUADRANGLE
FLAGSTAFF COURT
THE LAWN
OLD TRAINING FIELD
PARK
MAIN STREET
CHAPEL AVENUE
BARTLET STREET
HUDSON ROAD
MORTON STREET
WHEELER ST.
PRIVATE PROP.
SCHOOL STREET
PHILLIPS STREET
THE VISTA
WEST QUADRANGLE
OLD CAMPUS
ABBOT ACADEMY

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

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0 100 200 300 400 500

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HAVERHILL, MASS.

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APRIL 1958
MAR 1962
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MAY 1966

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121. WISCONSIN HOUSE
122. RAY A. SHEPARD WING
123 THOMPSON HOUSE
124. SALEM HOUSE (41 SALEM ST.)
125. NATHAN HALE HOUSE

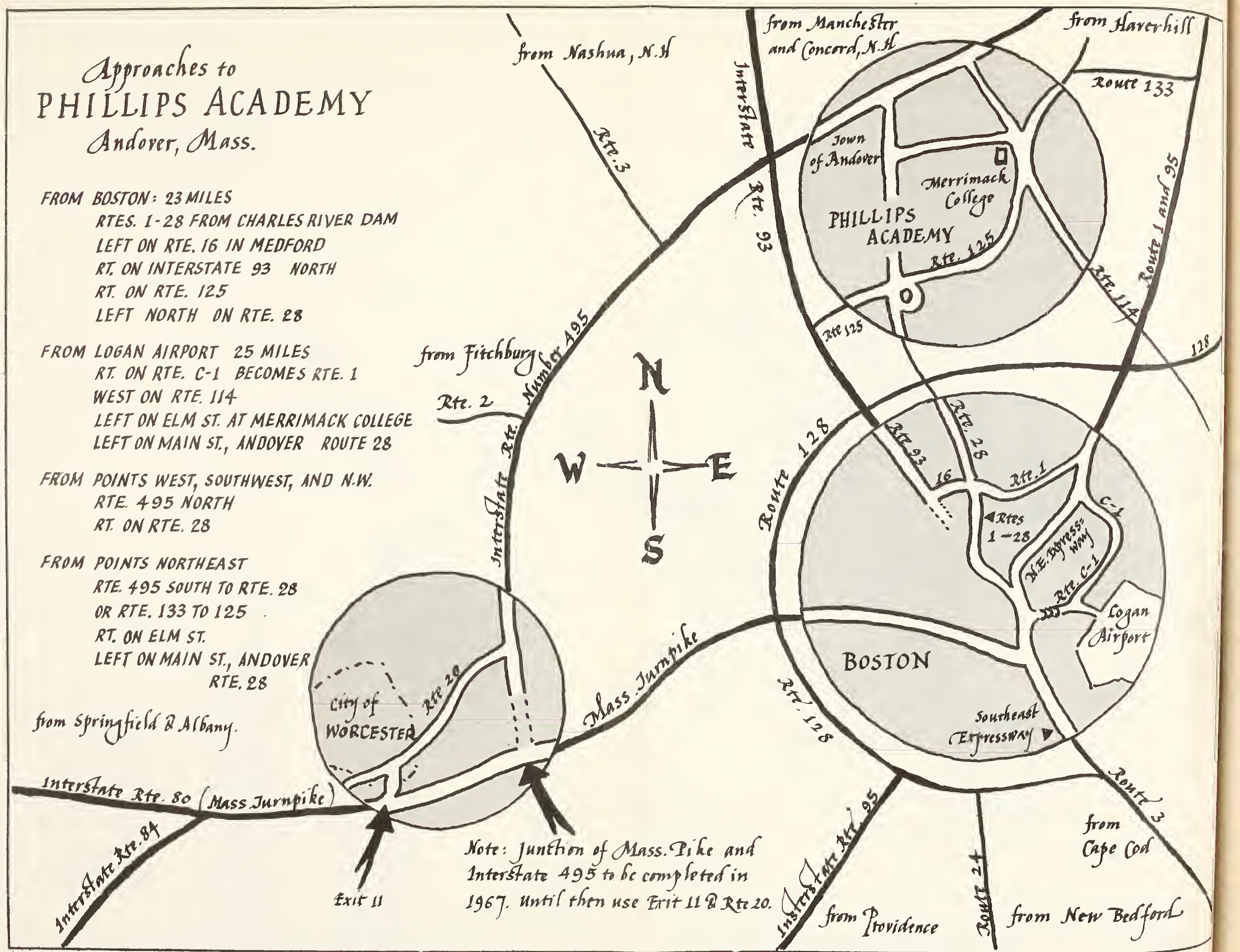
Approaches to
PHILLIPS ACADEMY
Andover, Mass.

FROM BOSTON: 23 MILES
- RTES. 1-28 FROM CHARLES RIVER DAM
- LEFT ON RTE. 16 IN MEDFORD
- RT. ON INTERSTATE 93 NORTH
- RT. ON RTE. 125
- LEFT NORTH ON RTE. 28

FROM LOGAN AIRPORT 25 MILES
- RT. ON RTE. C-1 BECOMES RTE. 1
- WEST ON RTE. 114
- LEFT ON ELM ST. AT MERRIMACK COLLEGE
- LEFT ON MAIN ST., ANDOVER ROUTE 28

FROM POINTS WEST, SOUTHWEST, AND N.W.
- RTE. 495 NORTH
- RT. ON RTE. 28

FROM POINTS NORTHEAST
- RTE. 495 SOUTH TO RTE. 28
- OR RTE. 133 TO 125
- RT. ON ELM ST.
- LEFT ON MAIN ST., ANDOVER
- RTE. 28


from Nashua, N.H
from Manchester and Concord, N.H
from Haverhill
Route 133
Rte. 3
Interstate Rte. 93
Town of Andover
Merrimack College
PHILLIPS ACADEMY
Rte. 125
Rte 125
Rte. 114
Route 1 and 95
128
from Fitchburg
Rte. 2
Interstate Rte. Number 495
N
W
E
S
Route 128
Rte. 93
Rte. 28
16
Rte. 1
Rtes 1-28
C-1
N.E. Expressway
Rte. C-1
Logan Airport
BOSTON
Southeast Expressway
Rte. 128
Mass Turnpike
City of WORCESTER
Rte 20
from Springfield & Albany
Interstate Rte. 80 (Mass Turnpike)
Interstate Rte. 84
Exit 11
Interstate Rte. 95
from Providence
Route 24
from New Bedford
Route 3
from Cape Cod

Note: Junction of Mass. Pike and Interstate 495 to be completed in 1967. Until then use Exit 11 & Rte 20.

CATALOGUE

PHILLIPS ACADEMY

Andover, Massachusetts

1967

ONE HUNDRED EIGHTY-NINTH YEAR

Published by Phillips Academy, Andover, Massachusetts

1966

SEPTEMBER

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DECEMBER

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JANUARY • 1967

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FEBRUARY

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MARCH

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1967

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OCTOBER

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CALENDAR

SCHOOL YEAR 1966-1967

Fall term begins	Friday, September 16, 1966
Mid-term Rating	Wednesday, November 2
Long Thanksgiving weekend	Wednesday, November 23, to 5:00 p.m. on Sunday, November 27
Fall term ends	Thursday, December 15

CHRISTMAS RECESS—20 days

Winter term begins	8:00 p.m., Wednesday, January 4, 1967
Long weekend	Friday-Sunday, February 10-12
Winter term ends	Thursday, March 16

SPRING RECESS—19 days

Spring term begins	8:00 p.m., Tuesday, April 4
Long weekend	Friday-Sunday, May 12-14
Examinations end	Thursday, June 8
Commencement	Friday, June 9

SUMMER SESSION—1967

Summer session begins	Wednesday, June 28
Summer session ends	Thursday, August 10

SCHOOL YEAR—1967-1968

Fall term begins	Friday, September 15, 1967
Fall term ends	Thursday, December 14

CHRISTMAS RECESS—20 days

Winter term begins	8:00 p.m., Wednesday, January 3, 1968
Winter term ends	Thursday, March 14

SPRING RECESS—19 days

Spring term begins	8:00 p.m., Tuesday, April 2
Examinations end	Thursday, June 6
Commencement	Friday, June 7

SUMMER SESSION—1968

Summer session begins	Wednesday, June 26
Summer session ends	Thursday, August 8

PURPOSE OF PHILLIPS ACADEMY

THE PURPOSE of Phillips Academy is to teach "the great end and real business of living." According to its Constitution, signed in 1778, "It is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is both weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character and lay the surest foundation of usefulness to mankind." Adapted to conditions of modern life, the aim of the Academy remains the same: so to intensify and broaden the capacities of its students that they may enter the larger world with trained minds and with a deepened sense of their responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students curiosity about things of the mind, to induce in them a desire to educate themselves. It attempts to foster the development of discriminating judgment and independence of thought. It tries to cultivate the imagination and emotions of its boys.

By long tradition Andover believes in education that makes boys resourceful and independent. Andover believes in the value of student representation from all parts of the country and of the world, and from all walks of life. To its boys it offers an intellectual and moral discipline, as well as friendly encouragement and sympathy, the best incentives to accomplishment.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed directly to the development of thousands of men, and indirectly to numberless aspects of our national life. Thankful for its history, Andover focuses on the present and on the future. In training American boys for service and leadership it seeks to preserve a flexible spirit that will test and try the new while treasuring the riches of the past.

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778–1786
EBENEZER PEMBERTON, LL.D.	1786–1793
MARK NEWMAN, A.M.	1794–1809
JOHN ADAMS, LL.D.	1810–1833
OSGOOD JOHNSON, A.M.	1833–1837
SAMUEL H. TAYLOR, LL.D.	1837–1871
FREDERIC W. TILTON, A.M.	1871–1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873–1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903–1933
CLAUDE M. FUESS, Ph.D., L.H.D., LL.D.	1933–1948
JOHN M. KEMPER, L.H.D., Litt.D., LL.D.	1948–

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth,* have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living.*
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

> This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.
>
> And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history commenced in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and the Andover Summer Session (1942) and the Andover Evening Study Program (1935) began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. Since then, substantial advances have been made in three areas: curriculum, admissions policy, and the physical plant and resources.

The curriculum has been revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College,* was completed. It has resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Concerning admissions, the decision was made in the late fifties to admit each year the best 250 candidates regardless of their ability to pay tuition. The effect of this decision has been to broaden still further the school's basic policy, in the words of its Constitution, "to be ever equally open to youth of requisite qualifications from every quarter."

In the third area, physical plant and resources, several changes are notable. The endowment has grown from eleven to twenty-nine million dollars. Meantime the enrollment has increased from 725 to 863.

During the years 1959-61 The Andover Program, a major capital gift drive carried out by alumni and parents, succeeded in raising $6,750,000 for new facilities. With these funds the Academy has built four new dormitories, two new faculty houses, a new science building, an Arts and Communications Center with extensive audio-visual equipment and studio space, an enlargement of the auditorium stage and an experimental drama lab, a wing on the Library, several new athletic fields, a roof for the hockey rink, and other athletic facilities; existing buildings have been remodeled for more classrooms and for sudent and faculty housing.

TRUSTEES

JOHN PETERS STEVENS, JR. '15, A.B., *President* *Elected 1948, Elected President 1966*	South Plainfield, N. J.
JOHN MASON KEMPER, A.M., L.H.D., Litt.D., LL.D., *Clerk* *Elected 1948*	Andover
CHARLES STAFFORD GAGE '21, A.M. *Elected 1952*	New Haven, Conn.
BROMWELL AULT '18, S.B. *Elected 1953*	New York, N. Y.
FREDERICK GOODRICH CRANE '15, A.B. *Elected 1957*	Dalton
DONALD HOLMAN McLEAN, JR. '28, LL.B. *Elected 1958*	Brookline
JOHN USHER MONRO '30, A.B. *Elected 1958*	Cambridge
THOMAS LEE PERKINS '24, LL.B. *Elected 1959*	Rye, N. Y.
ROBERT LIVINGSTON IRELAND III '38, A.B. *Elected 1960*	New York, N. Y.
WILBUR JOSEPH BENDER '37HF, A.M., LL.D. *Elected 1963*	Cambridge
STEPHEN YOUNG HORD '17, A.B. *Elected 1963*	Lake Forest, Ill.

Alumni Trustees

FRANK PRAY FOSTER '25, M.D. *Elected 1964 for three years*	West Newton
LOUIS FREDERICK POLK, JR. '49, M.B.A. *Elected 1965 for three years*	Wayzata, Minn.
PHILIP KIRKHAM ALLEN '29, A.B. *Elected 1966 for three years*	Andover
JAMES PHINNEY BAXTER, 4th '37, A.B. *Ex Officio for one year as President of the Alumni Association*	St. Charles, Ill.

Trustees Emeriti

CHAUNCEY BREWSTER GARVER '04, LL.B. *1947-1960*	New York, N. Y.
SUMNER SMITH '08, A.B. *1956-1960*	Lincoln
HENRY WISE HOBSON '10, D.D., LL.D. *1937-1966 (President 1947-1966)*	Cincinnati, Ohio
JAMES PHINNEY BAXTER, 3rd '10, Ph.D., Litt.D., L.H.D., D.Sc., LL.D. *1942-1966*	Williamstown

FACULTY

John Mason Kemper, L.H.D., Litt.D., LL.D.
Headmaster Elected 1948

George Franklin French, A.M.	*Instructor in French, Emeritus*	Andover	1907-1944
Lester Edward Lynde, A.M.	*Dean, Emeritus*	Andover	1901-1944
Oswald Tower, A.B.	*Dean and Instructor in Mathematics, Emeritus*	Andover	1910-1949
Alice Thacher Whitney	*Recorder, Emerita*	Andover	1902-1950
Lester Charles Newton, A.M.	*Instructor in French and German, Emeritus*	Andover	1918-1952
Henry Preston Kelley, A.M.	*Instructor in Spanish, Emeritus*	Pepperell	1918-28, 1935-52
Montville Ellsworth Peck	*Instructor in Physical Education, Emeritus*	North Bridgton, Me.	1916-1955
Guy Johnson Forbush, A.B.	*Instructor in French, Emeritus*	Andover	1917-1920, 1924-1955
Arthur Burr Darling, Ph.D.	*Instructor in History, Emeritus*	Washington, D. C.	1917-1918, 1933-1958
Douglas Mansor Dunbar, A.M.	*Instructor in Mathematics, German, and Bible, Emeritus*	Andover	1942-1958
M. Lawrence Shields, A.B.	*Instructor in Biology and Secretary of the Academy, Emeritus*	Marblehead	1923-1960
Roscoe Edwin Everett Dake, S.B.	*Instructor in Chemistry, Emeritus*	Andover	1921-1961
John Kingsbury Colby, A.M.	*Instructor in Latin, Emeritus*	North Andover	1940-1962
Miles Sturdivant Malone, Ph.D.	*Instructor in History, Emeritus*	Daytona Beach, Fla.	1937-1962
Elizabeth Eades, A.B.	*Director of the Library, Emerita*	Amherst	1929-1963
Roger Wolcott Higgins, A.M.	*Instructor in English, Emeritus*	Andover	1933-1963
Emory Shelby Basford, A.B.	*Instructor in English, Emeritus*	Rome, Italy	1929-1964
Floyd Thurston Humphries, A.B.	*Instructor in French, Emeritus*	Naples, Fla.	1937-1964
John Sedgwick Barss, A.M.	*Instructor in Physics, Emeritus*	Andover	1923-1965
Donald Miller Clark, M.D.	*Medical Director, Emeritus*	Williamson, W. Va.	1954-1965
Elbert Cook Weaver, A.M.	*Instructor in Chemistry, Emeritus*	Madison, Conn.	1943-1965

Alan Rogers Blackmer, L.H.D. *Dean of the Faculty*	1925
Kenneth Smith Minard, A.M. *Assistant Dean of Students*	1928
*George Knight Sanborn, S.B. *Instructor in Biology on the Ammi Wright Lancashire Foundation* *Warden of the Moncrieff Cochran Sanctuary*	1928
*Alfred Graham Baldwin, D.D. *Instructor in Religion*	1930
Robert Edward Maynard, S.B. *Instructor in Mathematics on the Jonathan French Foundation*	1931
Leonard Frank James, A.M. *Instructor in History on the Cecil F. P. Bancroft Foundation* *Chairman of the History Department*	1932
George Grenville Benedict, A.M. *Dean of Students*	1930-1932, 1933
Douglas Swain Byers, A.M. *Instructor in Anthropology* *Chairman of the Archaeology Department*	1933
Bartlett Harding Hayes, Jr., A.B. *Instructor in Art* *Chairman of the Art Department*	1933
James Ruthven Adriance, A.B. *Assistant to the Headmaster*	1934
Alston Hurd Chase, Ph.D. *Instructor in Greek and Latin on the Independence Foundation Teaching Endowment* *Chairman of the Classics Department*	1934
Norwood Penrose Hallowell, Jr., A.B. *Instructor in English and Public Speaking on the Alfred Lawrence Ripley Foundation*	1934
Frank Frederick DiClemente, S.B. *Instructor in Physical Education*	1935
James Hooper Grew, D. ès L. *Instructor in French on the Elizabeth Milbank Anderson Foundation* *Chairman of the French Department*	1935
Frederic Scouller Allis, Jr., L.H.D. *Instructor in History on the Martha Cochran Foundation* *Director of Financial Aid*	1936
Chester Archibald Cochran, A.M. *Instructor in French*	1936
Frederick Johnson, Sc.D. *Instructor in Archaeology*	1936
Stephen Stanley Sorota, S.B. *Instructor in Physical Education*	1936
Stephen Whitney, A.M. *Instructor in French*	1936
Hart Day Leavitt, A.B. *Instructor in English*	1937
William Hayes Brown, A.M. *Instructor in English on the Emilie Belden Cochran Foundation* *Chairman of the English Department*	1938

* On leave of absence.

*Richard Sawyer Pieters, A.M. *Instructor in Mathematics on the Alfred Ernest Stearns Foundation* *Chairman of the Mathematics Department*	1938
Robert Whittemore Sides, A.B. *Instructor in Mathematics* *Director of Admissions*	1938
John Bromham Hawes, Ed.M. *Instructor in English*	1933-1936, 1939
Harper Follansbee, Ed.M. *Instructor in Biology on the Samuel Harvey Taylor Foundation* *Chairman of the Biology Department*	1940
Walter Gierasch, A.B. *Instructor in English*	1941
Dudley Fitts, A.B. *Instructor in English on the Independence Foundation Teaching Endowment*	1941
Francis Bertrand McCarthy, A.B. *Instructor in English and Philosophy*	1941
Cornelius Gordon Schuyler Banta, S.B. *Instructor in Mathematics*	1944
*Joseph Rittenhouse Weir Dodge, A.M. *Instructor in English*	1944
Alexander Dunnett Gibson, A.M. *Instructor in French*	1944
Frederick Almond Peterson, A.M. *Instructor in English* *Director of the Summer Session*	1946
Allan George Gillingham, Ph.D. *Instructor in Latin and Greek on the John Charles Phillips Foundation*	1947
Peter Quackenbush McKee, Ed.M. *Instructor in Physics and Chemistry* *Chairman of the Physics Department* *Scheduling Officer*	1947
Gordon Gilmore Bensley, A.B. *Instructor in Art* *Director, Audio-Visual Center*	1949
John Richard Lux, M.S.Ed. *Instructor in Mathematics*	1949
William Louis Schneider, Mus.Ed.B. *Instructor in Music*	1949
William Russell Bennett, Jr., A.B. *Associate Dean of Students*	1950
William John Buehner, A.M. *Instructor in Latin*	1950
Simeon Hyde, Jr., A.M. *Instructor in English*	1950
Henry Waring Schereschewsky, A.B. *Comptroller*	1951
Frederic Anness Stott, A.B. *Alumni Secretary* *Director of Development*	1951

* On leave of absence.

Philip Brownlie Weld, M.S. *Instructor in Chemistry and Physics on the George Peabody Foundation* *Chairman of the Chemistry Department*	1951
William Franklin Graham, B.S. *Instructor in Mathematics* *Excusing Officer*	1952
Fred Harold Harrison, A.M. *Instructor in History and Physical Education* *Chairman of the Athletic Department*	1952
John Claiborne McClement, Ed.M. *Instructor in Mathematics*	1952
*Joshua Lewis Miner, III, A.B. *Instructor in Science* *President, Outward Bound, Incorporated*	1952
James Harold Couch, A.M. *Instructor in Spanish* *Chairman of the Spanish Department*	1953
Sherman Frederick Drake, Ed.M. *Instructor in Mathematics, Schoolboys Abroad, Barcelona, Spain*	1953
Edmond Emerson Hammond, Jr., Sc.M. *Instructor in Mathematics, Physics, and Chemistry*	1953
Louis John Hoitsma, Jr., Ed.M. *Instructor in Mathematics*	1953
Robert Penniman Hulburd, A.M. *Instructor in German* *Director of College Placement*	1953
Dalton Hunter McBee, A.B. *Instructor in English* *Admissions Officer*	1953
*Albert Karl Roehrig, Ed.M. *School Psychologist*	1954
*Robert Edwin Lane, A.M. *Instructor in Latin and Russian* *Chairman of the Russian Department*	1955
*Thomas Michael Mikula, A.M. *Instructor in Mathematics*	1955
Harold Holmes Owen, Jr., A.M. *Instructor in English*	1955
Thomas Joseph Regan, A.M. *Instructor in English*	1955
William Biggs Clift, Jr., Mus.Ed.B *Instructor in Music* *Chairman of the Music Department*	1956
*Frank McCord Eccles, A.M. *Instructor in Mathematics*	1956
Richard Valentine Healy, P.E. *Director of Physical Plant*	1956
John Ward Kimball, A.B. *Instructor in Biology*	1956
Harrison Schuyler Royce, Jr., M.I.A. *Instructor in History*	1956

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* On leave of absence.

Gerald Shertzer, M.F.A. *Instructor in Art*	1957
John Frank Bronk *Instructor in Physical Education and Physiotherapist*	1958
George William Best, A.M. *Instructor in Mathematics*	1958
Clement Morell, A.M. *Instructor in Mathematics*	1958
Frederic Arnold Pease, Jr., B.D. *Instructor in Religion*	1958
Philip Mason DuBois, Ph.D. *Instructor in Physics*	1959
John Richards, II, M.A.T. *Instructor in History*	1959
William Abbot Munroe, A.B. *Bursar*	1960
John Patten Chivers, A.M. *Instructor in German* *Chairman of the German Department*	1960
Carl Edward Krumpe, Jr., A.M. *Instructor in Classics*	1960
William Lawrence Markey, A.M. *Instructor in French*	1954-1957, 1960
Thomas Rees, Ph.D. *Instructor in Chemistry*	1960
Frank DeWitt Thornton, B.M.Ed. *Instructor in Music*	1960
George Howard Edmonds, Ed.M. *Instructor in English*	1961
Edward Moseley Harris, S.B. *Instructor in Spanish* *Administrator, Schoolboys Abroad*	1961
*Guy D'Oyly Hughes, A.M. *Instructor in English*	1961
Crayton Ward Bedford, A.M. *Instructor in Mathematics*	1962
Alfred James Coulthard, S.B. *Instructor in Physical Education*	1962
Wayne Andrew Frederick, Ph.M. *Instructor in History*	1962
Robert Andrew Lloyd, Arch.B. *Instructor in Art*	1962
Charles Waldo Smith, A.B. *Executive Director, The Alumni Fund*	1962
Alanson Perley Stevens, III, A.M. *Instructor in German and Russian*	1962
Thomas Tolman Lyons, M.A.T. *Instructor in History*	1963
Barbara McDonnell, A.B., S.B. *Director of the Library*	1963

Robert Rennie McQuilkin, A.M. *Instructor in English* *Chairman of the Andover Evening Study Program*	1963
Meredith Price, M.A.T. *Instructor in English*	1963
Alexander Zabriskie Warren, A.B. *Instructor in Mathematics*	1963
Christopher Capen Cook, M.F.A. *Instructor in Art*	1964
William Sherman Jardine, M.A.T. *Instructor in Physics and Chemistry*	1964
Charles Bartlett Packard, M.A.T. *Instructor in Classics*	1964
Vincent Pascucci, A.M. *Instructor in Classics*	1964
Daniel Dretzka Olivier, A.M. *Instructor in French*	1964
Clark Alvord Vaughan, A.M. *Instructor in Spanish* *Director, Schoolboys Abroad, Barcelona, Spain*	1964
August Thayer Jaccaci, Jr., M.F.A. *Instructor in Art*	1965
Julian Stevens Kaiser, M.D. *Medical Director*	1965
Ronn Nels Minné, Ph.D. *Instructor in Chemistry* *Director, Bureau of Self-Help*	1965
James Arthur Quitslund, A.B. *Instructor in German*	1965
Angel Rubio y Maroto, A.M. *Instructor in Spanish*	1965
Nathaniel Baldwin Smith, A.M. *Instructor in Mathematics*	1965
Hale Sturges, II, A.M. *Instructor in French*	1965
Jacques Georges Tallot, Professeur agrégé *Instructor in French*	1958-60, 1965
John Harvey Beebe, A.M., M.A.T. *Instructor in Mathematics*	1966
Timothy Cooley Callard, A.M. *Instructor in Religion*	1966
Thomas Edward Cone, III, S.B. *Instructor in Biology*	1966
Pierre LaTour, Jr., A.B. *Instructor in Biology and Science*	1966
Daniel Maxwell Logan, M.A.T. *Instructor in History*	1966
Gordon Anthony Marlow, M.A.T. *Instructor in English*	1966
Michael Edward Mosca, M.B.A. *Director of Accounting*	1966

James Johnston Pates, Jr., A.B. *Admissions and Scholarship Officer*	1966
David Albert Penner, A.M. *Instructor in Mathematics*	1966
Elisabeth McClure Thomas, Ed.M. *Director of Admissions, the Andover Summer Session*	1966
John Gibson Tomlinson, S.B. *Instructor in Spanish*	1966
James Rae Whyte, S.T.M. *Instructor in Religion* *Chairman of the Religion Department*	1966
Kenneth Kelly Wise, A.M. *Instructor in English*	1966
Gene Pyle, A.B. *Wingate Paine Fellow in Photography*	1966
George Edward Andrews, A.B. *Teaching Fellow in Religion*	1966
Michael MacKay Austin, A.B. *Teaching Fellow in German*	1966
David Paul Barton, A.B. *Teaching Fellow in French*	1966
Peter Charles Johnson, A.B. *Teaching Fellow in English*	1966
James Harry Mays, B.S.E. *Teaching Fellow in Mathematics and Science*	1966

The Headmaster and Mrs. Kemper

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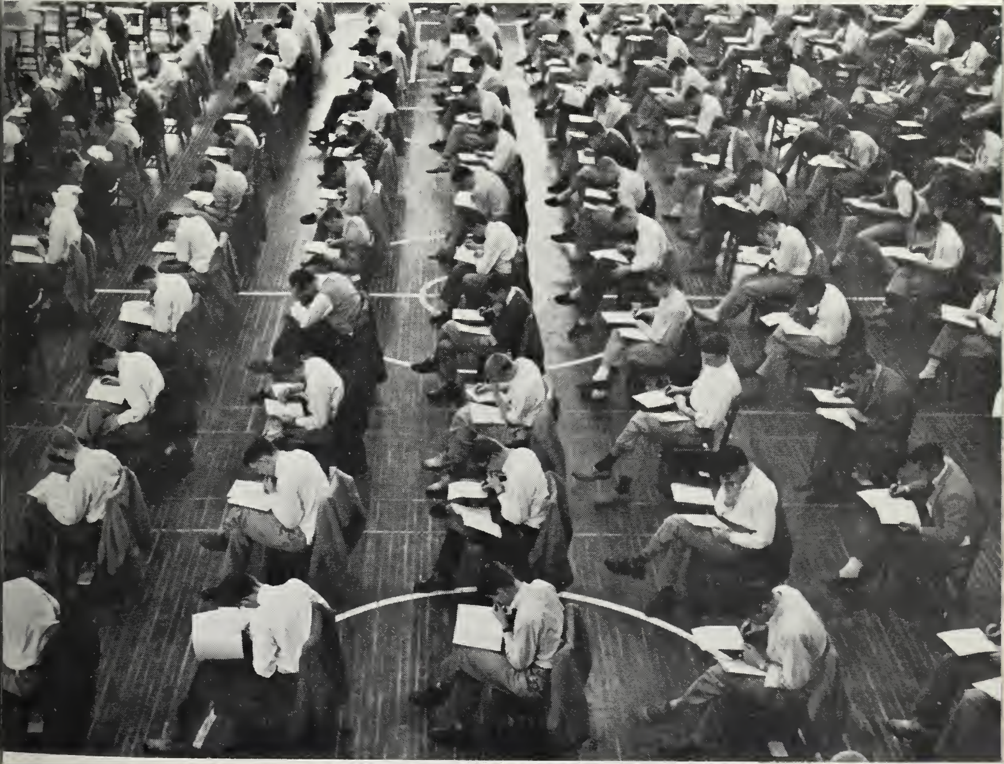


Eams

The Cochran Chapel

Science Building

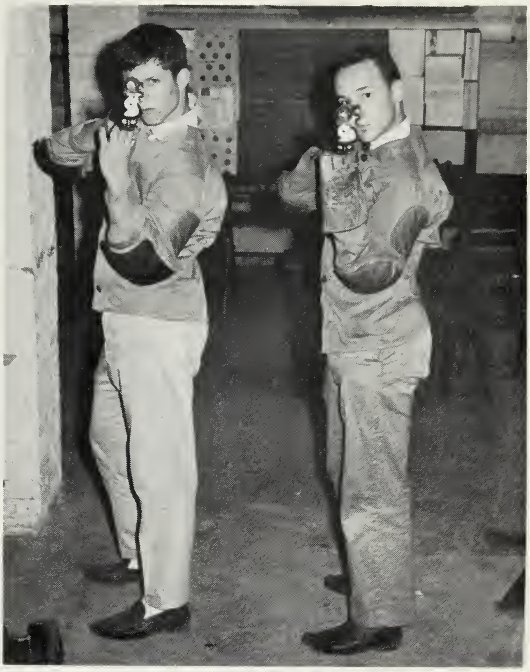
Dormitories—Old and New

all, the English Department Building (1818)

Wendell Holmes Library (85,000 Volumes)

The Heart of the Campus

Licensed FM Station WPAA



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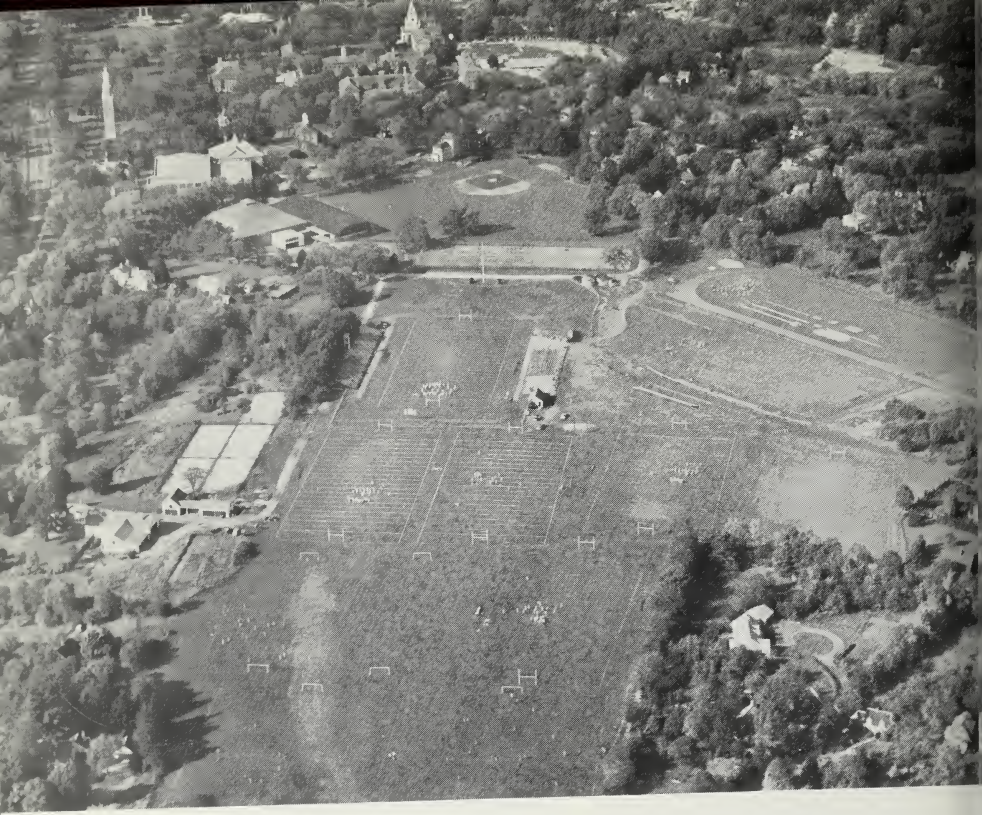

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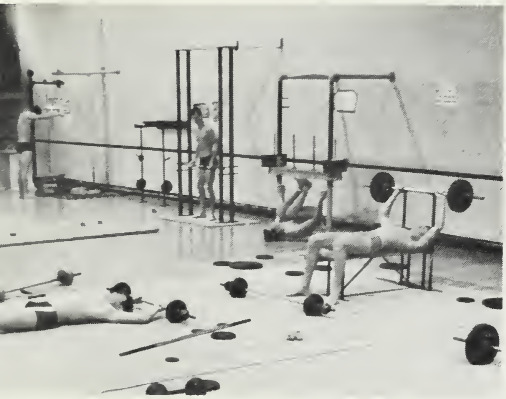
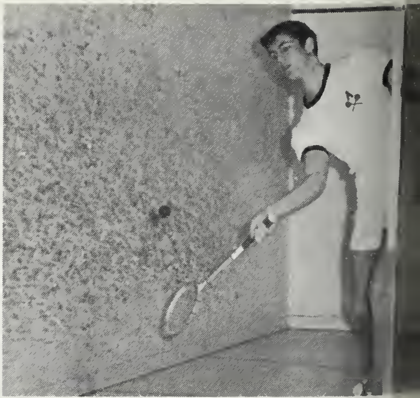

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ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone 617—475-3400), during office hours.

HEADMASTER'S OFFICE

John Mason Kemper, L.H.D., Litt.D., LL.D., *Headmaster*
Mrs. Amy R. Robinson, *Secretary to the Headmaster*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

James Ruthven Adriance, A.B., *Assistant to the Headmaster*
Virginia W. Eastman, *Secretary to the Assistant to the Headmaster*

ADMISSIONS OFFICE

Robert Whittemore Sides, A.B., *Director of Admissions*
Dalton Hunter McBee, A.B., *Admissions Officer*
Frederick Scoulier Allis, Jr., L.H.D., *Director of Financial Aid*
James Johnston Pates, Jr., A.B., *Admissions and Scholarship Officer*
Harper Follansbee, Ed.M., John Richards, II, M.A.T., Albert Karl Roehrig, Ed.M., Harrison Schuyler Royce, Jr., M.I.A., Stephen Whitney, A.M., *Interviewing Officers*
Mrs. Vivian A. O'Donnell, *Secretary to the Director of Admissions*

OFFICE OF THE DEAN OF THE FACULTY

Alan Rogers Blackmer, L.H.D., *Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

George Grenville Benedict, A.M., *Dean of Students*
William Russell Bennett, Jr., A.B., *Associate Dean of Students*
Kenneth Smith Minard, A.M., *Assistant Dean of Students*
Robert Penniman Hulburd, A.M., *Director of College Placement*
William Franklin Graham, S.B., *Excusing Officer*
Peter Quackenbush McKee, Ed.M., *Scheduling Officer*
Mrs. Ruth L. Ermer, Recorder
Mary Elise Waddington, *Secretary to the Director of College Placement*

SUMMER SESSION

Frederick Almond Peterson, A.M., *Director*
Elisabeth McClure Thomas, Ed.M., *Director of Admissions*
Mrs. Edith Jako, *Office Manager*

TREASURER'S OFFICE

Henry Waring Schereschewsky, A.B., *Comptroller*
William Abbot Munroe, A.B., *Bursar*
Michael Edward Mosca, M.B.A., *Director of Accounting*
Richard Valentine Healy, P.E., *Director of Physical Plant*
Marion E. Hill, *Assistant Bursar*
Evelyn H. Gordon, *Director of Student Accounts*
Mrs. Barbara L. Morrison, *Secretary to the Comptroller*

ALUMNI AND DEVELOPMENT OFFICE

Frederic Anness Stott, A.B., *Alumni Secretary and Director of Development*
Charles Waldo Smith, A.B., *Executive Director, The Alumni Fund*
Mrs. Helen R. Bronk, *Secretary to the Executive Director, The Alumni Fund*
Mrs. Ruth P. Ellison, *Secretary to the Director of Development*

OLIVER WENDELL HOLMES LIBRARY

Barbara McDonnell, A.B., S.B., *Director of the Library*
Mrs. Harriet F. Burkhard, A.B., S.M., *Assistant*
Mrs. Margaret B. Towne, S.B., *Assistant in the Library*
Irene Wilkinson, A.B., S.M., *Cataloguer*
Vivian Miles, S.B., S.M., *Reference Librarian*

DEPARTMENT OF HEALTH

Julian S. Kaiser, M.D., *Medical Director*
Richard O'Hara, M.D., *Assistant Medical Director*
Albert K. Roehrig, Ed.M., *Chief, Counseling Services*
H. Schuyler Royce, *Assistant in Counseling Services*
Miss Eileen Hall, *Administrative Assistant*

Active Medical Staff

Fred G. Arragg, M.D., *Otolaryngologist*
C. Paul Bonin, D.M.D., *Orthodontist*
William Caverly, M.D., *Obstetrics and Gynecology*
Jerome Crampton, M.D., *Opthalmologist*
Herman De Wilde, M.D., D.M.D., *Associate Dentist*
Douglas Malcolm Dunbar, D.D.S., *Senior Dentist*
Michael A. Gravallese, M.D., *Internal Medicine*
John Paul Holihan, M.D., *Anesthesiologist*
Milton Howard, M.D., *Pathologist*
Robert J. Joplin, *Orthopedist*
Richard O'Hara, M.D., *Surgeon*
Nicholas D. Rizzo, M.D., *Psychiatrist*
Charles E. Rounds, D.M.D., *Associate Dentist*
John Webster, M.D., *Obstetrics and Gynecology*
George V. West, M.D., *Radiologist*

Associate Staff

Charles Ellis, Jr., M.D., *Internal Medicine*
Richard Katz, M.D. *Pediatrician*
Kenneth McKusick, M.D., *Internal Medicine*
Edmund Melucci, M.D., *General Medicine*
Robert Ramsdell, M.D., *General Medicine*

Consultants

John B. McKittrick, M.D., *Surgeon*
Daniel Ellis, M.D., *Internist*
John F. Bronk, *Physical Therapist*
John F. Murphy, B.A., *Speech Therapist*
John F. Nastasi, Optometrist
Joan Walsh, *Dental Hygienist*
Louis J. Zuppardi, *Radiology Technician*

BUREAU OF SELF-HELP

Ronn Nels Minné, Ph.D., *Director of the Bureau of Self-Help*

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Fred Harold Harrison, A.M., *Director of Physical Education and Athletics*
John Frank Bronk, *Instructor in Physical Education and Physiotherapist*
Alfred James Coulthard, S.B., *Instructor in Physical Education*
Frank Frederick DiClemente, S.B., *Instructor in Physical Education*
Stephen Stanley Sorota, S.B., *Instructor in Physical Education*

CHAIRMEN OF ACADEMIC DEPARTMENTS

Archaeology	Douglas Swain Byers, A.M.
Art	Bartlett Harding Hayes, Jr., A.B.
Athletics	Fred Harold Harrison, A.M.
Biology	Harper Follansbee, Ed.M.
Chemistry	Philip Brownlie Weld, M.S.
Classics	Alston Hurd Chase, Ph.D.
English	William Hayes Brown, A.M.
French	James Hooper Grew, D. ès L.
German	John Patten Chivers, A.M.
History	Leonard Frank James, A.M.
Mathematics	Richard Sawyer Pieters, A.M.
Music	William Biggs Clift, Jr., Mus.Ed.B.
Physics	Peter Quackenbush McKee, Ed.M.
Religion	James Rae Whyte, S.T.M.
Russian	Robert Edwin Lane, A.M.
Spanish	James Harold Couch, A.M.

GENERAL INFORMATION

Andover students, for the most part, live together by classes in the Academy dormitories and houses. Each building is under the supervision of the resident faculty housemaster. All boys eat in their own class dining rooms in the Commons.

Juniors live in Williams Hall and Rockwell House, or in neighboring houses and cottages. Williams Hall, with its annexes, Junior House and Stott Cottage, has rooms and recreation facilities for fifty-six Juniors, who occupy single or double rooms. Rockwell House has single rooms and recreation facilities for forty Juniors. Juniors are subject to the special regulations and the particularly close supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected Senior proctors play an important part in the activities of the various Junior units.

Lower Middlers live in three of the double-entry brick dormitories and in a number of smaller houses and cottages, where they receive careful guidance but also enjoy a degree of independence suited to their increased maturity. Senior proctors are in residence in most of the Lower Middle units.

Upper Middlers and Seniors, having learned to profit from relatively great independence and freedom, are housed, with a few exceptions, in large brick dormitories by classes, where they are permitted considerable latitude in the exercise of their daily affairs. In the five newest dormitories, the resident groups are made up of an approximately equal number of Upper Middlers and Seniors, who live in the same dormitory for their last two years.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student is under the direct charge of a Faculty Counselor, who, for boarding students, is his housemaster. He knows the background, the character, and the standing of each of his boys and acts as his advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents. From time to time, he will write the parents to keep them informed of their son's progress. Parents should feel free to write their son's counselor if they have any reason for concern about their boy's progress. They are encouraged to report to the counselor any facts that may affect the boy's work or behavior.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a Christian faith and system of values.

Chapel services are an essential part of the Phillips Academy program and are conducted by the Headmaster, the School Ministers, students, and members of the faculty. Among the visiting speakers are leaders of many denominations. A number of college chaplains are invited to speak each year.

Attendance at chapel services is required, although on Sundays boys may choose to attend services at other Protestant or Roman Catholic churches in Andover. Students of Jewish faith may attend services in the Sylvia Pratt Kemper Chapel. Mass for Roman Catholic students is celebrated there each Sunday at 8:15 a.m.

This arrangement emphasizes two sets of values: a close connection of each boy with his own denomination, and a program of worship within the life of the school built upon the common elements of our religious heritage.

In a school composed of students from diverse backgrounds, it is not possible fully to satisfy all the special requirements of different sects and denominations. Therefore no boy should apply for admission to the Academy who feels that the ritualistic practices of his own faith must be literally followed in all circumstances.

In daily chapel the effort is to develop a service that strengthens the best aspirations and insights of students, while denying to no one the right to hold fast to his own faith. The school tries to develop devotion to God and reliance upon faith as a source of inspiration and strength, to confirm a boy's support of the highest values that our civilization has nurtured, and to increase his respect for and understanding of the beliefs of others.

CULTURAL OPPORTUNITIES

Andover, while demanding a high standard of accomplishment in the prescribed course of study, has always believed that a boy's interest should be widened as far as possible beyond the limits of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary, boys are given a chance to investigate subjects which may in later life become major pursuits or pleasant hobbies.

In addition, a number of distinguished men and women are invited to the Academy each year as lecturers and performing artists. In 1965-1966, Milton Katz, Henry L. Stimson Professor of Law in Harvard University, delivered the Stearns Lecture; Vincent Broderick, former Commissioner of Police of the City of New York, was the Hosch Lecturer; and Dr. Benjamin Spock came as the eighth annual Lana Lobell Fellow. These visitors addressed the school Assembly in the Meeting Room of George Washington Hall and later took part in informal conferences with student and faculty groups. Among other guests who addressed the school at Wednesday morning Assembly were Roger Hilsman, former Assistant Secretary of State for Far Eastern Affairs; Dr. Richard H. Overholt, of the Overholt Thoracic Clinic, Boston; Georges May, Dean of Yale College; and David Wheeler, Director of the Boston Theatre Company.

Smaller groups interested in particular subjects met for discussion with Louis Lyons, Curator Emeritus of the Nieman Fellowships, Harvard University; John Frederick Nims, poet and translator, Professor of English in the University of Illinois at Chicago; Jean Valentine, poet; Charles Chu, authority on Chinese painting, Professor of Chinese Studies at Connecticut College for Women; Tom Cole, novelist, winner of the 1966 Rosenthal Award for fiction; Alfred Kazin, critic and historian of American literature; Russell Johnson, Peace Education Secretary of the American Friends Service Committee; Minor White, photographer, Massachusetts Institute of Technology; Robert Stuart Fitzgerald, poet and Hellenist, Boylston Professor of Rhetoric and Oratory in Harvard University; and Richard Wilbur, poet, Professor of English at Wesleyan University.

Among the guest artists to appear on campus were folksinger Theodore Bikel, the viola and piano duo of Paul Doktor and Yaltah Menuhin, and the noted actress and director Margaret Webster. The thirty-eighth Sawyer Concert was given jointly by the Fine

Arts Woodwind Quintet and the Herb Pomeroy Jazz Quintet.

A Shakespearean play, last year *Henry IV* (Part I), is produced annually by the Dramatic Club. A musical is produced each spring, by the school Chorus, Orchestra, and Dramatic Club; *Carousel* was the 1966 choice, with a combined cast and orchestra of over 175.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by William Cochran, class of 1895; Moncrieff M. Cochran, class of 1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The Copley Wing, gift of James S. Copley, P.A., 1935, designed to seat 125 at small tables and carrels, is used as an American History Reserve Book Room.

The book collection, over 85,000 volumes in the liberal arts, supports and supplements the curriculum and provides many areas for independent reading. A trained staff member is on duty at all times to help in the use of the Library and advise in choice of reading.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America,* given by Thomas Cochran of the class of 1890; papers and books of the poet Oliver Wendell Holmes; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; Early Americana given by Nelson S. Taylor, of the class of 1900; and historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

Housed in the Library building are the Archives Department and a music record listening room.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, drawings and photographs complete an exceptionally well-balanced collection. Work by Calder, Lippold, Moholy-Nagy, Hofmann, Marin, O'Keeffe, Pollock, Shahn, and Wyeth is included in this latter group.

Models of American sailing ships, built to uniform scale, are also installed in the Addison Gallery. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and textiles of the Colonial period are on permanent exhibition.

Among recent publications of the Addison Gallery are three books: "Layman's Guide to Modern Art," 1949-54; "The Naked Truth and Personal Vision," 1955, and "The American Line," 1959, all based upon special exhibits arranged in connection with the Upper Middle course in Art. Another book, "Models of American Sailing Ships," serves as a catalogue of the Marine Collection. All are simply written, and intended for adult as well as for student readers.

An Art Film Library of some three dozen titles was established in 1954 to serve schools and colleges in New England, as well as the Academy community.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, supports research in American archaeology, publishes its findings, and maintains a museum in which collections gathered through extensive programs of field research in Mexico, the Southwest, the southeastern states, New England, and the Maritime Provinces are displayed.

Now in preparation is a series of six volumes reporting findings of research into origins of native American agriculture and civilization in Mexico made possible by grants from the National Science Foundation and Rockefeller Foundation. Manuscripts prepared with NSF assistance will be published for the Foundation by University of Texas Press. Also under way is the preparation of fineings of research into the earliest occupation of Nova Scotia and contemporary geologic and climatic conditions. This program, carried out with the National Museum of Canada and the Nova Scotia Museum, was assisted by the National Science Foundation. A third project will complete a study of the pre-ceramic occupations of Cape Cod. A fourth will summarize a long program of research into the archaeology of coastal Maine.

A decorative map of North America by the late Stuart Travis is mounted on the stairway. A model of an Indian village of early Andover, and a model of a portion of the pueblo of Pecos, New Mexico, are also on display. A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, draw many species of small land birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating duck, quail, and pheasant. Special paths are designed and planted to show local ferns, wildflowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone terrace and broad lawns, provides an attractive setting for a wide variety of social events at all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

STUDENT ACTIVITIES

Student organizations and voluntary enterprises of various kinds are an important part of life at Phillips Academy. They may change from year to year in scope and intent, depending upon student interest. Among others, there are literary, musical, forensic, and scientific activities. Each group is under student leadership and is advised by a member of the faculty. The list that follows is intended to be representative rather than complete.

The *Phillipian,* founded in 1878, is the school newspaper. It is published every Wednesday of the school year. Students on the editorial and the business boards gain experience in writing and in business practice.

The *Mirror,* founded in 1854, is the undergraduate literary magazine, which appears several times each year. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine devoted to encouraging literary talent.

The *Pot Pourri* is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the account of their years at Andover.

The *Dramatic Society* is an organization of all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play. A considerable number of modern plays, both dramatic and musical, are also presented.

One of the most important groups within the Dramatic Society is the *Stage Crew.* Carpenters, painters, shifters, electricians, and special-effects men work under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays.

Another branch of the Society is the *Drama Workshop,* whose intent is to offer further opportunities for students to participate in play readings, and the production of both conventional and experimental drama, student directed in the *Drama Lab.* The organization welcomes lower classmen as well as Uppers and Seniors.

The language departments frequently produce plays in French, German, Latin, or Spanish. The language plays are projects of *language-interest clubs* that sponsor, in addition, illustrated lectures, motion pictures from the countries of their choice, and discussions of history and culture. Occasionally there are language tables in the Commons.

Debating and school forums are held by *Philo,* properly the *Philomathean Society,* founded in 1825. Regular meetings, held bimonthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams, which all students may attend. Each year Philo sponsors a prize debating contest. The organization has also sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club.*

The *Camera Club* has a dark room in the new Arts Center, where students may develop, enlarge, and print their own photographs. In response to interest, groups meet for the discussion of fine points in the art of photography.

The *Radio Club* has a room in the basement of Evans Hall, where radio sets may be constructed and repaired. It also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need.

WPAA-FM is a 10-watt educational FM station licensed by the FCC to operate at a frequency of 91.7 mcs. It provides 25 hours per week of news, music, sports and educational programs to an area with a population of about 200,000. Its studio is in the basement of Evans Hall, and its transmitter is on the roof of the same building. It is completely student operated and with its staff of over 100 is one of the largest extra-curricular activities.

Students who wish to construct furniture, models, or other articles enjoy the *Woodworking Shop,* which is well supplied with hand and power tools.

The *Rifle Club,* a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to shoot for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where a layout has been constructed.

The laboratories are open, on schedule and under supervision, to experimenters in chemistry or physics *(Science Club).* Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory *(Astronomy Club).* A group interested in tapes and records makes recording of school events *(Audio Club).*

Modest lapidary equipment is on hand for those boys who are interested in gems and minerals *(Minerals Club)*. Identification of minerals is another interest of the club.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are the principal activity of the *Outing Club*. Canoeing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in the tower room of the Chapel. The club's program includes an annual prize exhibition. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Natural History Club* works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Asia Society* has as its aim the furthering of knowledge and understanding about the peoples and nations of the East. The members meet for discussions, lectures, and films.

The *Phillips Society* seeks to see more clearly the needs and problems of people and to help meet those needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests are suggested by a list of some of its activities:

Receptions for new boys and for foreign students

The raising of money for Red Cross, United Fund, the Salvation Army, the Grenfell Association, national health agencies, and other organizations and projects

Conducting a program of forums, conferences, chapel talks, and discussion groups

Collection of old clothes, books, and other articles for distribution to schools and hospitals

Field trips to hospitals, factories, and recreation centers

Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band,* the ***String Orchestra,*** the *Concert Band,* and the *Chorus* (combining both choir and glee club), which take part in many concerts as well as in an annual musical show. Other musical organizations are various dance bands, and the ***Eight 'n' One Octet.*** A well-stocked record library is located in the ***Record Room,*** where recorded concerts are given from time to time.

Dances of different kinds are sponsored by various student groups. Student initiative and interest determine in large part their nature and frequency. Dormitories often arrange informal dances with girls from nearby schools. Once or twice a term a club or a class sponsors a tea dance open to the whole school. Following Saturday afternoon athletic contests, the Student Congress occasionally opens Graham House for informal dancing and refreshments. The two-day Spring Prom in May is the climax of the social season.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Lower Middle year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, and skiing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and lifesaving.

The Medical Director and the Athletic Department strongly advise parents to provide boys who wear glasses with shatter-proof lenses, not only to minimize danger of injury in athletics but also to avoid loss of study and reading time.

See page 34 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is asked to have a general physical examination by his family physician, as well as certain screening laboratory procedures and routine vaccinations against smallpox, poliomyelitis, tetanus, typhoid, and measles. His family is asked to answer questions on a confidential sheet that may reveal significant symptoms or illnesses. These clinical details are under the exclusive control of the Medical Director.

Immediately after the student's arrival at the Academy, a review of the physical examination is carried out by the Medical Director with each student. With new students, complete dental x-rays and x-rays of the chest are taken. Special examinations of the eye and ear and tests for speech defects, reading speed, and language disability are carried out whenever they are indicated. The full time Medical Director and his colleagues on the Isham Infirmary-Hospital medical staff correlate all clinical information, with a view toward establishing an accurate estimate of each student's physical status and needs.

The Isham Infirmary-Hospital is accredited by the Joint Commission on the Accreditation of Hospitals under the auspices of the American Medical Association and the American Hospital Association. It has 50 active beds, as well as room for expansion during epidemics. The hospital has a modern x-ray department and clinical laboratory, with a full-time technician. A well equipped physiotherapy unit is under the direction of a qualified full time physiotherapist. Graduate nurses are on duty 24 hours daily, and additional graduate nurses manage the Outpatient Services from 8:00 a.m. to 6:00 p.m. Although serious and critical medical and surgical emergencies are usually referred to general hospitals in the area, or in Boston, the Isham Infirmary-Hospital is equipped to care for the most serious emergencies.

All major illnesses and injuries are reported to parents by telephone, telegram, or letter. Minor illnesses and injuries are not reported unless there is some unusual complication.

The financial responsibility of families for the medical care of students is detailed on page 37.

DAILY SCHEDULE

Chapel	7:50 A.M.
Recitation hours	8:12 A.M. to 12:50 P.M.
†Athletics	2:00 P.M. to 4:00 P.M.
*Recitation hours	4:13 P.M. to 6:00 P.M.
Evening study hours begin	8:00 P.M.
Sunday chapel service	11:00 A.M.

† The time for athletics varies with the team, the sport, and the season.
* Wednesday and Saturday afternoons are half-holidays.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Under the supervision of members of the faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of housemasters, (b) work in The Commons, to which all boarding students are assigned for two (non-consecutive) weeks during the year, and (c) supervised work on the grounds or in the buildings of the school at the end of the fall term and at the beginning of the spring term.

GRADES AND REPORTS

Reports of the student's grades are sent to the parents or guardian at the Fall Mid-Term rating and at the end of each term. Grades are based on results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

Counselor's reports are sent to parents at least twice a year.

DISCIPLINE

Phillips Academy seeks to help boys develop desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and of responsibility to an orderly society. The school has made its rules in accordance with these principles.

The school expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, and study hours. All appointments immediately preceding and following vacations and holidays the school considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, of gambling, of possessing or drinking alcoholic beverages, if without permission he is absent from school bounds or from his dormitory between 10 p.m. and 5 a.m., or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy

Rifle Club. Smoking is forbidden, except that Seniors may smoke pipes in their dormitories. Only day students may use bicycles.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses a term. Seniors are allowed five if they are passing all courses.

ROOM EQUIPMENT AND CLOTHING

The Academy provides each student with bed, mattress, pillow, bed linen, chest and mirror, desk, desk-chair, and easy chair. In double rooms they are provided for each occupant.

All boys are required to wear coats and neckties to recitations, meals, chapel, and assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate socks and shoes is required for Sunday church and other formal occasions. *All wearing apparel and personal effects should be plainly marked with the student's name.*

Protective athletic equipment is furnished by the Academy. Each student is urged to bring along whatever other equipment he already possesses, but not to buy new equipment, since substantial savings can be made on purchases through the Athletic Department. All scholarship boys will be able to buy athletic shoes at half price. Every student is required to own a pair of high quarter sneakers.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three blankets or the equivalent
Warm overcoat or jacket for the winter months
Overshoes and rubbers for the winter months.

The Academy is not responsible for the loss of student's clothing or personal effects, either during term time or when stored over vacation, unless deposited in the student storage center.

COLLEGE MATRICULATION OF THE CLASS OF 1965

College	*No. of Students*	*College*	*No. of Students*
Amherst	3	M.I.T.	4
Arizona	1	Michigan State	1
Boston University	1	Michigan	1
Bowdoin	1	New York University	1
Brown	4	North Carolina	15
California		Northwester	1
at Berkeley	1	Oberlin	1
at Irvine	1	Occidental	1
at Los Angeles	1	Pacific	1
at Santa Barbara	1	Pennsylvania	5
Carleton	1	Princeton	14
Centre	1	Rhode Island	1
Chicago	3	Rice	2
Clarkson	1	Rochester	4
Colby	2	Rollins	1
Colgate	1	Rutgers	1
Colorado College	1	St. Olaf	1
Columbia	5	Stanford	13
Cornell	9	Swarthmore	1
Dartmouth	8	Texas	2
Dayton	1	Trinity	3
Denison	1	Vanderbilt	1
Duke	2	Vermont	1
Florida	1	Virginia	1
Florida Southern	1	Wake Forest	1
Harvard	36	Wesleyan	3
Haverford	1	Western Reserve	6
Hiram	1	Whitman	1
Kansas	2	Williams	2
Knox	2	Wisconsin	4
Lafayette	1	Wooster	1
Lawrence	3	Yale	42
Lehigh	2	Total	237

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds. The total annual cost to the Academy for each student is currently in the neighborhood of $4,000. Of this figure, $2,100 is met by the inclusive fee, leaving a considerable balance to be met by the income from invested funds, by gifts from alumni, parents, and from other sources.

Tuition Charges

The tuition for boarding students is $2,100; for day students (who must live in the Greater Lawrence area) $1,300: one half payable on October 1 for Fall Term, one fourth on January 1 for Winter Term, and one fourth on April 1 for Spring Term. Adjusted bills for scholarship students are payable on the same basis. An alternative to the above method of payment is that tuition may be paid in ten equal monthly installments starting September 1 and ending June 1. A service charge of ten dollars is made for this accommodation. Each student, when assured of admission, is required to make a deposit of $50, which is credited on his first bill.

The tuition charge of $2,100 covers instruction, board, room (including furniture and bed linen), physical training and athletic privileges, medical insurance, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, special medical expenses, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property.

Bills for items not included in the regular school charge may be rendered at any time during the school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn. A student otherwise eligible for return in a given school year will not be allowed to register if his school account for the preceding year has not been paid in full. The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1 when billed. The balance remaining after charges for breakage have been deducted will be refunded after the close of the fisca year, June 30, or credited on the first bill for the following year.

Medical Expenses and Medical Insurance

All minor illnesses and injuries are treated at the Isham Infirmary-Hospital by the Medical Director and his staff without charge, including, if required, routine laboratory tests and three days of hospitalization for each disability. Parents are responsible for the cost of out-patient surgery, medical consultations, dental care, x-rays, special laboratory tests, orthopedic appliances, and hospitalization at the Isham Infirmary-Hospital as detailed below.

For illnesses or injuries requiring hospitalization at the Isham Infirmary-Hospital beyond three days, a charge will be made, retroactive to the first day of the hospital confinement. A charge will be made for the treatment of all surgical cases at the Isham Infirmary-Hospital, and, if hospitalization is required, a charge will be made commencing with the first day. A charge will be made, commencing with the first day, for students returned to the Isham Infirmary-Hospital for post-operative care or convalescence after surgical or medical treatment at an outside hospital.

A personal family medical insurance policy will meet most costs of such Isham Infirmary-Hospital care. *The school strongly recommends that each student be provided with such coverage.*

Phillips Academy Student Medical Insurance for every student is included in the tuition charge. Coverage for old students commences on September 1, 1966, and for new students when they arrive on the campus for the fall term. The school medical insurance applies only to medical expenses for treatment of students by physicians or hospital admission *outside* the Isham Infirmary-Hospital. It reimburses parents up to $650 for each accident or illness requiring treatment *outside* the school during the twelve months of the year, on campus and off. Reimbursement under this plan is paid in addition to any benefits to which a student may be entitled under any personal policy. Not infrequently the coverage from both kinds of policies is necessary to meet the total expenses on a protracted or involved illness.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	$25.00 to 95.00
Pressing and cleaning	15.00
Books and supplies	40.00
Dues, publications, and charitable contributions	20.00
Breakage deposit (refundable)	0 to 25.00
Miscellaneous, including spending money	110.00
	$210.00 to 305.00

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Financial Aid (*See page 42 for basic policy*)

Scholarships vary in amount according to the applicant's need, ranging from $500 to the full amount of $2100. In addition to the scholarship award, part of the cost of travel (within the continental limits of the United States) is borne by the school when a scholarship student lives more than about 400 miles from Andover. The travel allowance amounts to the cost of three round-trip railroad coach tickets, less $25 a trip. For trips beyond the Mississippi River, air-coach fares may be used as the basis. It is paid to the parent upon request after each trip.

Families whose need is not great but who, in the judgment of the Admissions and Scholarship Committee, are entitled to some financial assistance, will receive aid in the form of a loan. Such loans will not bear interest while the boy is at Andover, but interest at the rate of 3% per annum will be charged from the time of his graduation. Under normal circumstances repayment of the loan starts four years after the boy's graduation from Andover, at a time when, presumably, he has finished college. Normally, all awards of $500 or less will be made as loans. In some special cases loans for larger amounts may be arranged; in others, the award may occasionally be part outright grant and part loan.

The Committee requires the parents of all boys applying for financial aid to submit a complete report of their financial condition, which is kept confidential. All boys on the Scholarship List are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of, and deserve, the opportunities that they enjoy.

Every scholarship boy is expected to perform some useful service for the school in partial return for the aid he has received. Accordingly, the Bureau of Self-Help exercises control over all student employment, such as campus concessions and work in the various departments of the school. The revenue anticipated from such work is included in the overall scholarship budget. Although the boy can, in addition, find odd jobs about the school that will help him with his pocket money, he should not expect to earn any significant sum.

THE ANDOVER SUMMER SESSION

Dating from 1942, the Andover Summer Session (six weeks), now co-educational, is an integral part of Phillips Academy. In 1966 its enrollment was 468 boys and girls; the faculty numbered 107. The ideal of the Summer Session is to be a national public summer school. Ranging in age from thirteen to eighteen and coming from most of the fifty states and from many foreign countries, the students have widely diverse geographical, economic, and social background. The great majority of the students, many already admitted to college, come to the Andover Summer Session from public high schools to combine the experience of boarding-school life with the opportunity for serious study in a field of special interest. Scholarship and travel grants are made on the basis of need.

The purpose of the Andover Summer Session is to provide an opportunity for serious study to able and qualified secondary-school students. Some courses, such as beginning language courses, concentrate on the acquisition of basic skills in a conventional manner. Most courses, however, wholly unlike those offered in the regular secondary-school curriculum, offer an academic experience in depth that cannot be obtained otherwise. A special feature of the Summer Session is that no academic credit is offered for any course, and little emphasis is placed on grades. A student normally takes 18 course hours a week: a major course meeting twelve hours a week, and a minor course in English composition meeting six hours a week. In addition, a particularly able student may elect an optional six-hour minor course.

The twenty-sixth annual Andover Summer Session will open on Wednesday, June 28, 1967, and will close on Thursday, August 10. The Summer Session publishes its own catalogue, which may be obtained by writing to the Director of the Summer Session, Phillips Academy, Andover, Massachusetts 01810.

SCHOOLBOYS ABROAD

Schoolboys Abroad, a program conducted during the school year in Barcelona, Spain, forms an integral part of the curriculum of Phillips Academy, Andover, and of the Phillips Exeter Academy, Exeter, N. H., and as such is a joint educational venture of the two academies. Its purpose is to provide for qualified secondary school Upper Middlers (11th graders) a year of intensive study of the Spanish language and culture, and at the same time the ordinary, full academic program. The program is open to boys from any accredited secondary school. If the student satisfactorily completes the course, it is expected that he will return to complete his Senior year at the school he was previously attending. Those students, however, who complete the year abroad successfully are eligible for continuation in the 12th grade at Andover or Exeter, provided that they announce such intention at the time of original application.

Candidates must have completed a minimum of two years of study of secondary school Spanish. The curriculum of the program parallels that normally available in college preparatory schools in the United States (with the omission of laboratory science). The courses in European History, Spanish language, and Modern Spanish Literature are taught entirely in Spanish by three outstanding native teachers. The remaining courses are taught in English by two experienced members of the faculty of Phillips Academy, Andover, and/or of The Phillips Exeter Academy. One of the chief objectives of the Spanish courses in particular, and of the program as a whole, is thorough preparation for honors work in the Senior year. Such preparation is ideally suited for those boys whose interest in Spanish is such that they may seek Advanced Placement in that subject.

Courses are conducted in facilities of the Instituto de Estudios Norteamericanos, Via Augusta, 123, Barcelona, Spain. The boys live individually in Spanish homes throughout the city.

Schoolboys Abroad publishes its own catalogue, which can be obtained by writing the Administrator, Schoolboys Abroad, 16 School Street, Andover, Massachusetts 01810.

A similar program for study of the French language and culture will be established in France to open in the Fall of 1967. It will also be described in a separate catalogue to become available in the Fall of 1966, which can be obtained by writing to the same address.

ADMISSIONS

GENERAL POLICY

PHILLIPS ACADEMY assumes that no boy will be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. The Constitution of the Academy states, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the Admissions and Scholarship Committee selects each year from approximately seventeen hundred candidates the two hundred and eighty-five most promising and deserving boys, even though many of them are unable to pay the full $2100 all-inclusive fee. The academy calls its "M. Q." or "Most Qualified" program. Thanks to the generosity of a large number of alumni and other friends, over $350,000 is available in 1967 to provide financial assistance for those who are judged eligible strictly on the basis of need.

The basic requirements for admission to Phillips Academy are evidence of sound character and a strong school record. Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Tests (see page 46). Of considerable importance also is the candidate's relative physical, social, and emotional maturity. Because the Academy receives applications from many more qualified boys than it can admit, it must make selection on a competitive basis, with emphasis on character, personal qualifications, and promise.

The closing date for receiving applications (except for post graduate candidates) varies from year to year, usually in early January. Strong priority is given to those candidates who com plete the full admissions procedure by January 15. It is particularly important to take the December 10, 1966 administration of th Secondary School Admission Tests.

Boys are admitted annually to each of the four classes in approxi mately the following numbers: ninth grade (Junior), 110; tent grade (Lower Middle), 100; eleventh grade (Upper Middle), 50 twelfth grade (Senior), 25 (including postgraduates). Unlik ome schools, the Academy does not consider attendance for the ull four years essential. As the figures indicate, a large number of oys enter the tenth grade; the Academy encourages that plan.

Because maturity is important in achieving success at Andover, boy younger than fourteen at the time of contemplated entrance often at a disadvantage physically, socially or emotionally, even ough he may be well qualified academically. It is often better r such a boy to remain at his present school through the ninth ade and then attend the Academy for four years. Although a ember of the Junior Class (ninth grade), he can generally move ead academically in one or more subjects, benefiting at the same me from the social and physical advantage of living with his con-
mporaries.

The limited number of postgraduates admitted each year are eated in all ways as full-fledged members of the Senior Class.

nancial Aid

The policy is described above. See page 38 for details.

PROCEDURE IN APPLYING

Every applicant must complete the seven steps below. The order may vary, but the one given is recommended.

Candidates who complete the required steps on time will be given priority. Except for postgraduates, candidates must normally make application before January 1 of the year of intended entrance.

p 1: *Submit the Preliminary Application and Fee.*

hen? *When the decision to apply is made.*

The Preliminary Application (and Geographical Card) will be found at the back of the catalogue. A check or money order for $10, payable to the Trustees of Phillips Academy, should accompany the preliminary application when it is filed. The non-returnable application fee is required unless specifically waived by the Admissions Office.

Step 2: *Have a personal interview.*

When? *Not later than January 15 of the year of proposed admission, preferably well before December 15 of the preceding year.*

An interview is required of all students. A visit to the Academy is highly desirable, but if a candidate cannot arrange such a visit he or his family should make an appointment with a nearby Alumni Representative (see listing on pages 95-101. Appointments with an alumnus should be made directly with the man himself, not through the Academy office.

All appointments should be made in advance, preferably by telephone if the distance is not great. Calls to arrange appointments at the Academy should be made to the secretary in the Admissions Office, and *not* to the Director of Admissions. Tel.: 617-475-3400. Office hours: 9:00-5:00 Mondays through Fridays; 9:00-12:00 on Saturday. The Admissions Office does not usually schedule interviews from January 15 to March 1.

Step 3: *Submit the Final Application and School Record Form.*

When? *Within two weeks of receipt.*

This form and those referred to in Steps 4, 5, and 6 are normally mailed on October 1 to all candidates who have filed preliminary applications for admission in the following September.

(a) The parent or guardian should fill in the first page.

(b) It is then to be completed by the candidate's present principal or guidance counselor. If the candidate has attended two schools within the past twelve months, his application should be completed by the school at which he is better known.

(c) The parent or guardian should make sure the school returns the completed form promptly in the envelope provided.

Step 4: *Submit the three Confidential Recommendation Forms.*

When? *Within two weeks of receipt.*

The blue form should be completed by the candidate's English teacher and the yellow form by his mathematics or science teacher. The teachers selected should be those who have taught him within the past twelve months and know him best.

The white form should be completed by the person who has supervised him closely in a non-academic activity or job.

All three forms should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate. Additional reference letters from any source are welcome but not required.

Step 5: *Return the Student Questionnaire.*

When? *Within two weeks of receipt.*

Each applicant is asked to complete a questionnaire supplied with the final application form. He will be given the opportunity to enumerate the group and individual activities in which he has taken part. Among other things, he may be asked to write an essay on an assigned topic. He should not receive any help in meeting this requirement. The questionnaire should be sent promptly to the Admissions Office, but separately from the final application form.

Step 6: *Submit the Current Fall Record Form.*

When? *By January 15.*

Candidates whose Final Application and School Record Forms include grades through the first quarter of the current academic year need not complete this step. All other applicants should see that the principal or guidance counselor of their present school completes and returns the Current Fall Record Form.

Step 7: *Take the Secondary School Admission Tests* (See below for Senior Class candidates).

When? *On December 10, 1966*

> The Secondary School Admission Tests are required by all but candidates for the Senior Class. It is particularly important to take the December 10 administration of the tests even though the candidate has taken them previously. They will be given on that day by the Educational Testing Service at centers throughout the United States and many foreign countries. The tests will be given also on February 4 and April 1, 1967, but the Academy can hold out little hope of providing room for boys who take them in February, and no hope at all for those who wait until April. The February and April dates can be used to provide a trial run for 1968 candidates.

Each applicant must complete a special form (supplied with the *Bulletin of Information for Candidates*) and be sure that it reaches the Educational Testing Service by the deadline dates listed in the Bulletin. The cost is $7.00 ($10.00 for candidates at foreign centers), payable to the Educational Testing Service. A *Bulletin of Information for Candidates* will be sent to all 1967 candidates who have filed the Preliminary Application Form. Others may obtain copies by writing to Secondary School Admission Tests, Educational Testing Service, Princeton, N. J. 08540.

Special preparation or tutoring for the admission tests is neither necessary nor advisable, but a regular program of general reading, perhaps a book a week beyond school requirements, may improve performance on the verbal sections. Though sample tests are not available, the *Bulletin of Information for Candidates* contains a few typical questions.

Candidates for the Senior Class must take, instead, the College Board Scholastic Aptitude Test, preferably the current December or January series (or the Preliminary Scholastic Aptitude Test if an eleventh grader), and request the College Board in writing *after* the test date to send Phillips Academy the results of *all* Board tests taken. A check or money order for $1.00 should accompany the request.

Acceptance Dates

By agreement with a number of schools, candidates will not receive official notice of admission earlier than February 15, and parents will not be required to confirm the admission, by deposit or otherwise, before March 15. However, as soon as a boy hears favorably from his first-choice school, he is strongly requested to notify immediately that school and all others to which he has applied. This action will enable schools to release more letters of admission to waiting candidates.

Phillips Academy candidates for 1967 may expect notification of action as soon as possible after February 15, and certainly by March 15, on all fully completed applications. Successful candidates who decide to accept their admission are required to pay a nonreturnable deposit of $50.00 (to be credited on the first school bill).

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory academic and general record.

Placement Examinations and Preparation for Them

Applicants who have been admitted to the Academy, and who have thereafter paid the required deposit, will normally be expected to write subject-matter placement examinations on or about Friday, May 12. The Admissions Office may exempt boys with outstanding records and Secondary School Admission Test results from all or part of this requirement. Those who do not live within commuting distance of Andover may write the examinations at their local schools. While no special preparation for the admission tests is expected, outside study or tutorial assistance in anticipation of the placement examinations will usually be helpful. Sample placement examinations are supplied without charge by the Admissions Office upon receipt of the $50.00 deposit confirming acceptance of admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes, and to those upper class candidates who are currently studying the first year of Latin, French, Spanish, or Russian, the

National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109, publishes each year, for $2.00 postpaid, a pamphlet entitled "*Definition of the Requirements for 19—.*" The pamphlet contains detailed subject-matter requirements in English, Mathematics, Latin, French, Spanish, and Russian for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the National Association of Independent Schools pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy encourages but does not require the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students in early August, in the order in which their admission applications are filed. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of fourteen. Normally, they will be asked to write a placement examination in mathematics which will cover arithmetic and some elementary algebra, but a boy whose eighth-grade course is a standard first-year, high-school algebra course should write instead the paper for entrance to Mathematics 2. Boys who are currently studying a foreign language should write the appropriate placement examination.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra, and in foreign languages currently being studied. The work is described on pages 54-78. In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to Mathematics 2 and the second year of the appropriate foreign language, which will be sent upon request without charge. Extra preparation may be advisable. Credit for the English, History, and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to the second- and third-year levels of a foreign language they are planning to continue at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, that cover the work of the Academy's lower years. Candidates who have taken College Boards should request the Board in writing *after* the test date to send the results to the Phillips Academy Admissions Office. A check or money order for $1.00 should accompany the request.

Postgraduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They must take the College Board Scholastic Aptitude Test, normally the current December or January series, or the Preliminary Scholastic Aptitude Test, and request the College Board in writing *after* the test date to send Phillips Academy the results of all Board tests taken. A check or money order for $1.00 should accompany the request.

COURSE OF STUDY

The curriculum of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possibl date with the entrance requirements of the colleges which they may wish to enter.

Two additional descriptions of the Andover curriculum, namely "Planning a Program of Studies at Andover" and "The Andove Honors Program," are available upon request.

See pages 54-78 for descriptions of all courses.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English
3 units of mathematics
3 units of one foreign language, either ancient or modern
1 unit of history, normally American
1 unit of laboratory science
* ½ unit of ancient history in the Junior year
* ½ unit of elementary science in the Junior year
3 units of elective courses
Bible in the Lower Middle year
Art or Music in the Upper Middle year
An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)	*Periods a week*
English 1	5
Mathematics 1	5
Foreign Language 1	5
History 1 (or a second foreign language replacing History and Elementary Science)	3
Elementary Science	3
Total	21

Lower Middle Year (10th grade)	
English 2	4
Mathematics 2	4
Foreign Language 2	5
*Elective (major)	4 or 5
Bible 1	2
Total	19–20

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* Qualified boys may take a second foreign language in place of these two minor courses.

* One elective major in three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

Upper Middle Year (11th grade)	*Periods a week*
English 3	4
Mathematics 3	5
Foreign Language 3	4
*Elective (major)	4 or 5
Art or Music	2
Total	19–20

Senior Year (12th grade)	
English 4	4
History 4 (American)	5
*Elective (major)	4 or 5
*Elective (major)	4 or 5
Elective (minor)	2
Total	19–21

Elective Majors

English 5 American Literature
English 5 Comedy
English 5 Comparative Humanities
English 5 Honors
English 5 Literature and Composition
Greek 1, 2, 3, 4
Latin 1, 2, 3, 4, 5
French 1, 2, 3, 4, 5, 6
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4, 5
Russian 1, 2, 3, 4
Chinese 1, 2

Biology
†Chemistry
†Physics
Science Honors
†Mathematics 4, 4c, 5, 6
†Art Major
†Music Major
†Religion
‡History 2
†History 3
†History 6-7

No credit is given for less than a two-year sequence in any foreign language.

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified Juniors in mathematics, French, and Latin; and to Seniors in German, French, Greek, Russian, and Spanish.

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* One elective major in three upper years must be a laboratory science. If a secon foreign language was begun in the Junior Year, the elective in the Lower Middle Yea must be the second year of that language.

† Normally for Upper Middlers and Seniors only.

‡ Not permitted after the Lower Middle year.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in mathematics, Latin, and the modern foreign languages, designed to cover four years' work in three or five years' work in four; and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

Independent Projects for Seniors

With the approval of a faculty committee, a Senior may undertake a special project of independent work under the supervision of a member of the faculty in one of three ways: (1) for the Winter or Spring Term, in place of required athletics, (2) for the Spring Term, in place of the Senior elective minor, or (3) for the whole year, in place of the Senior elective minor.

Elective Minors (Mainly for Seniors)

English 5 Composition
English 5 Literature
Public Speaking
Studio Art
Advanced Studio
Chorus
Concert Band
Instrumental Lessons
Harmony
Introduction to Music
Orchestra

Politics of International Relations
Introduction to East Asia
Introduction to South Asia

Ethics
Philosophy
Mathematics L
Mathematics C
Mechanical Drawing
Navigation

Biology S
Chemistry S
Anthropology
Physics S

Latin S
Latin H
Greek T
German S
Spanish M

DESCRIPTION OF COURSES

ART

The courses in Art are organized to develop the visual perceptions of all students. The basic course, Studio Art, is normally taken by a boy in his Upper Middle year. He will have the opportunity in his Senior year to pursue his interests in an elective course. Occasional reading assignments, illustrated lectures, and original works of art displayed in the Addison Gallery complement the experience of class and studio.

Studio Art. Two hours. In its emphasis on observation, interpretation, and organization, the course is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours of class work count for two hours credit, with no outside preparation required. Along with drawing exercises and a brief historical survey, the student receives experience in photography and three-dimensional construction. Previous experience in art is not required.

Art Major. Four hours. The course includes the Advanced Studio course and, in addition, two hours of seminar discussion. It allows a student to combine an interest in the practice of art with an interest in thinking and talking about culture in modern society. The year concludes with a brief experience in motion picture structure, exploring its creative and communicative possibilities.

Advanced Studio. Two hours. Meeting four hours a week in the studio, the course gives the student a chance to pursue interests he may have developed in Studio Art or elsewhere. Such interests may fall into the categories (more fully described below) of painting or drawing, sculpture, photography, architecture, or furniture design and construction. The student has the option of studying each art form for a minimum of one term, although most students prefer to stay with one discipline for the entire year. Studio Art is a prerequisite.

Painting. The student may develop expression in any medium of two dimensional design, such as oils, watercolor, collage, drawing. In addition, he is required to perform occasional exercises in an assigned medium (*e.g.*, tempera and gold-leaf). He receives constructive criticism from a practicing painter.

Graphics. As an adjunct to the Painting course, the Print Workshop encourages exploration of traditional as well as experimental technique in etching, drypoint, aquatint and woodcut.

Architecture. A design course based on the previous year's work in Studio Art, which involves the further exploration and application of concepts of human function and material structure on an architectura

scale. People, considered singly and socially, and materials, considered structurally and aesthetically, become central to the design process.

FURNITURE DESIGN. A course in the design of the useful "thing," the implement of specific human purpose. Work in the shop necessitates consideration of materials, methods and machines to transform design ideas into concrete form.

SCULPTURE. Offers an opportunity to work in materials available to the sculptor today, such as wood, stone, metal, plastics, plaster. It is, therefore, possible for the student to develop into sculpture concepts already begun in Studio Art, as well as ideas drawn from his own experience. Individual criticism is stressed. A collaborative project with the architectural students is sometimes arranged in the Winter Term.

PHOTOGRAPHY uses techniques learned in Studio Art to continue work on individual projects, such as the photographic essay, development of one subject idea, study of lighting, presentation, or still-life material.

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin; but boys interested in literature, archaeology, philosophy, or medicine might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

GREEK 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek;* Xenophon's *Anabasis*, ed. Mather and Hewitt (University of Oklahoma Press); and Xenophon's *Hellenica*, Books I and II, ed. Edwards (Cambridge University Press).

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation. The texts are Xenophon's *Anabasis* (ed. Mather and Hewitt) and Plato's *Apology* and *Crito*, ed. Dyer and Seymour, (Ginn & Co.).

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read. The texts are Benner's *Selections from Homer's "Iliad"* (Appleton) and Hadley's *Euripides' "Alcestis"* (Cambridge University Press).

GREEK 4. Four hours. The fall term is devoted to selections from Herodotus, Hippocrates, and Plato; the winter to a play of Sophocles; the spring to selections from the Greek lyric poets.

Greek T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

GREEK COMPOSITION. See notice under *Latin Composition.*

Latin

LATIN 1. Five hours. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin*, by Alston H. Chase.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin I Entrance Examination, may be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability. Texts as for Latin 1 and 2.

LATIN 2. Five hours. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, but the reading is varied by selections from other Latin prose authors and from simple poetry. There is practice in sight translation and in prose composition. The texts are *An Intermediate Latin Reader*, by William J. Buehner, and John Colby's *Review Latin Grammar.*

LATIN 3. Four hours. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. Selections from Vergil and one of the Comedies are read. The text is Gillingham and Barrett's *Latin: Our Living Heritage, Book III* (Charles E. Merrill Books).

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin.

LATIN 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

LATIN H. Two hours. Reading and discussion of the *Odes* of Horace and poems of Catullus, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics, and to their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

LATIN S. Two hours. This course, less demanding than Latin H, is designed for boys who have completed Latin 3 and desire to keep in contact with the language through a minor course. The reading will be drawn mainly from the poetry of Ovid. The basic text is Dunmore's *Selections from Ovid* (McKay Co.).

LATIN 5. Five hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* are read and the reading of Horace's *Odes* is begun, to be carried on through the second term. In the winter, two Roman comedies are read; and, in the spring, Catullus' poems and selections from Tacitus' *Annals*.

ACCELERATED COURSES. At the end of the first term of Latin 1, students of high ability are offered the opportunity to join an accelerated section, Latin 1X. They will continue in Latin 2X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2X will obtain credit for only two years of Latin.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the principal literary types, and wide collateral reading. Classroom teaching is supplemented by conferences. Sections vary in size from ten to fifteen. After the Junior year, particularly able boys may enter honors sections and are encouraged to develop their special literary aptitudes.

In addition to assigned reading, students do collateral reading, guided by the English teacher. In all courses the Department encourages the writing of story, poem, and essay, and sponsors a series of prize competitions to stimulate interest in original writing.

English 5 major courses are open only to those who have credit for four years of secondary English, who have completed English 3X, or who are concurrently taking English 4.

ENGLISH 1. Five hours. The work of the course, both in literature and composition, concentrates on narration and description. It does not include a study of formal grammar, though it treats practical matters of form and usage as necessary. A study of the growth of language, word formation, and etymology is part of the course. Whenever possible, the writing of non-expository themes corresponds with the literature under study, for example, the writing of fables along with the study of Aesop.

Representative texts: *A Book of Short Stories, The Tempest, Huckleberry Finn, Animal Farm, Lord of the Flies, Aesop's Fables, Narrative Poems.*

ENGLISH 2. Four hours. The course concentrates on expository writing and on the acquisition of a critical and analytical vocabulary to be used in the study of the novel, short story, drama, poetry and the essay. All sections study generative and transformational grammar.

Representative texts: *Composition of the Essay,* by Hyde & Brown, *Great Short Stories,* ed. Schramm, *Henry IV (Part I), The Oxbow Incident, The Red Badge of Courage, Sound and Sense,* by Perrine.

ENGLISH 3. Four hours. English 3 and English 4 form a two-year sequence studying a group of major English and American literary works. A student who completes the two courses should have both a sense of the chronology of English and American literature and a sound reading background. Both courses place equal stress upon the study of literature and upon composition, both analytical and non-expository.

Read intensively by all students: *The Odyssey, Macbeth, Gulliver's Travels,* Milton, Pope, Wordsworth, Keats, Hardy. Other authors often studied: Fielding, Sheridan, Coleridge, Dickens, Thackeray, Melville, Tennyson, Browning, Arnold, Ibsen, Shaw, Arthur Miller.

ENGLISH 3X. Four hours. A course for particularly able students who wish to do the required work of English 3 and 4 in one year and thus qualify for specialized work in English in their senior year. Students who complete English 3X must take another major English course.

ENGLISH 4. Four hours. The course continues and completes the sequence begun in English 3, requiring greater maturity and a higher level of sophistication than English 3.

Read intensively by all students: *The Oedipus Cycle*, *Hamlet*, the metaphysical poets, Eliot, Hemingway, Fitzgerald. Other authors often studied: Chaucer, Jonson, Hawthorne, Twain, Conrad, Joyce, Faulkner, Yeats, Frost, O'Neill.

ENGLISH 5 AMERICAN LITERATURE: Four hours. A course in American Literature. The anthology for class use is *A College Book of American Literature*, edited by Ellis, Pound, Spohn, and Hoffman.

ENGLISH 5 COMEDY. Four hours. The course explores the assumptions that comedy and tragedy are akin and that comedy illuminates the human situation in ways that tragedy does not. An examination of the nature and importance of the comic spirit in the dramatic comedy of classical Greece, Rome, The Middle Ages, the Renaissance, The Restoration, the eighteenth, nineteenth and twentieth centuries. Essentially a reading course, but the student will write occasional papers and see on the stage as much comedy as opportunity and the metropolitan Boston stage will allow.

ENGLISH 5 COMPARATIVE HUMANITIES. Four hours. The course explores some of the basic principles of artistic expression in literature, music, photography, cartoons, and painting. The aim is to give students a chance to try a new kind of thinking. Some of the areas of comparison and contrast are metaphor, artistic purpose, objectivity, quality of humor, literal technique, and theme-and-variations. Examples include Hemingway in relation to Mondrian, Conrad to DeChrico, Faulkner to Robert Frank, and Thurber to Klee. Plays are studied in relation to their film versions and stage performances. Poetry is read in relation to painting and music.

ENGLISH 5 HONORS. Four hours. The course is designed as an investigation of contemporary trends in prose fiction and poetry, with corroboration in the field of drama. The emphasis is chiefly technical and critical: how to approach a text, how to read it, how to evaluate it, how to see it in its proper context. The course concentrates upon a few typical works, with extensive collateral reading.

ENGLISH 5 COMPOSITION. Two hours. An elective course in which the students write at least once a week and submit at least one finished work at the end of each term. Class hours are spent chiefly in the analysis and discussion of work submitted by members of the class.

English 5 Literature. Two hours. An elective course devoted to reading, discussing, and occasional writing about contemporary literature, chiefly fiction. Representative authors: Agee, Albee, Baldwin, Bellow, Camus, Cheever, Cummings, Ellison, Greene, Kafka, Katzanzakis, Lowell, Updike, E. B. White. May be taken with English 5 Composition to form a major course.

ETHICS

Ethics—Personal and Social. Two hours. An elective course for Upper Middlers and Seniors. Readings are from ancient and modern systems of ethical thought. Consideration of attitudes, values, and codes of conduct bearing on such subjects as individual freedom, property rights, the home, the family, the community, individual integrity, and social responsibility.

HISTORY

The courses in history have two purposes. They are arranged to provide information in company with other subjects; they are developed consecutively to give increasing experience in precision of thinking and to train students in the logical expression of what they know. The system of courses is scaled during the first year to the potentialities of the younger students, stressing the topical approach; it becomes increasingly mature and analytical during the succeeding years.

History 1. Ideas in Motion. Three hours. The course is designed to provide Juniors with a series of stimulating examples of man's development and culture. The focal point is man's experiences and ability to adapt circumstances to his needs, to work with others for common purposes. With this objective, the course shows man in several environments: Man and the Land—Geography; Man's Entrance into History—the River Civilizations; Man Makes a Living—Economics; Man Organizes with Others—Government; Man Tries to Understand the Unknown—Religion; Man Resorts to Force—War; Man Utilizes Nature—Science.

The contribution of ancient civilizations is usually the starting point of each topic, which is carried through to modern times. By this technique the boy is able to relate his work to some degree to his own experiences. Lectures on aspects of specific topics are occasionally given to prepare the boy for later work in this method.

Each topic is approached through textual and supplementary readings, class discussions, and training in essay writing. Illustrative material—films, slides, displays—is used wherever possible. Students are encouraged to pursue their own special historical interests through reports, papers, and projects.

Text: Wallbank and Taylor, *Civilization Past and Present* (Scott Foresman). Supplementary books: Smythe and Brown, *Elements of Geography* (Macmillan); the editors of *Life, The Epic of Man* (Time); Davis, *A Day in Old Athens* (Allyn & Bacon); Burlingame, *Machines that Built*

America (Signet Key); Bradley, *A Guide to the World's Religions* (Prentice-Hall); Butterfield *et al, A Short History of Science* (Doubleday Dolphin); Pratt, *Battles that Changed History* (Doubleday Anchor).

HISTORY 2. MEN AND GREAT ISSUES OF HISTORY. Four hours. For Lower Middlers, the course is a study of outstanding people and significant events in the history of Europe.

The course introduces the student to historical concepts, relations, and problems. The student learns the disciplines of outlining, note taking, map reading, defining, analyzing, and organizing evidence to prove generalizations. The textbook is used as background material, usually in conjunction with a weekly assignment of a biography or a description of an important historical event. The course examines the interplay of the influence of people upon their times and the influence of events upon a country or a period of history. Representative topics: Medieval people in Western Europe; Thomas Becket and the struggle between state and Church; Michelangelo and the Renaissance; Martin Luther and the Reformation; Christopher Columbus and the Age of Exploration; Elizabeth I and the rise of the national state; Richelieu and absolute monarchy; Louis XIV and the Golden Age; Peter the Great and the emergence of Russia; Robespierre and the French Revolution; Gladstone and British reform.

Films and slide tapes are often shown. Members of other departments lecture in their special fields.

Text: Brinton, Christopher & Wolff, *A History of Civilization*, (Prentice-Hall). Supplementary books: E. Power, *Medieval People* (University Paperbacks); J. Anouilh, *Becket* (Coward-McCann); R. Bainton, *Here I Stand, A Life of Martin Luther* (Mentor); M. Waldman, *Queen Elizabeth* (Collier Books); S. Morison, *Christopher Columbus, Mariner* (Mentor Books); C. V. Wedgwood, *Richelieu and the French Monarchy* (Collier Books); W. H. Lewis, *The Splendid Century* (Anchor); I. Stone, *The Agony and the Ecstacy* (Signet Books); B. H. Sumner, *Peter the Great and the Emergence of Russia* (Collier Books); J. M. Thompson, *Robespierre and the French Revolution* (Collier Books); F. Birrell, *Gladstone* (Collier Books).

HISTORY 3. MODERN EUROPE. Four hours. For Upper Middlers, the course is a background survey from the 15th century to the end of the 18th century, and an intensive study of events and periods from the French Revolution to the present day. The course is chronological and deals with significant issues. The Development of Absolutism; Constitutionalism; Problems of the Balance of Power; the French Revolution and the Napoleonic Empire; Rise of the Middle Class; the Challenge of Socialism; Imperialism of the 19th Century; the Germany of Bismarck; the Diplomacy of World War I and the Peace Settlement; the Russian Revolution and the Soviet Union; the Dictatorship and Politics of Fascist Italy and Nazi Germany; World War II and the Search for Security; the Cold War; Issues of Foreign Policy of the United States and the Soviet Union.

The course prepares for the Advanced Placement examination in European History.

Texts: Palmer & Colton, *A History of the Modern World* (Knopf); Goldwin Smith, *A History of England* (Scribner); Hall & Davis, *The Course of Europe Since Waterloo* (Appleton-Century); Black & Helmreich, *Twentieth Century Europe* (Knopf); David Thomson, *Europe Since Napoleon* (Knopf); H. S. Hughes, *Contemporary Europe: A History* (Prentice-Hall). Supplementary readings: L. B. Packard, *The Age of Louis XIV*, (Holt); J. H. Plumb, *England in The Eighteenth Century* (Pelican); G. LeFebvre, *The Coming of The French Revolution* (Vintage); R. L. Heilbroner, *The Worldly Philosophers* (Simon and Schuster); H. Holborn, *The Political Collapse of Europe;* E. H. Harbison, *The Age of Reformation* (Cornell); Voltaire, *Candide* (Bantam); R. L. Heilbroner, *The Future as History* (Prentice-Hall). Readings and documents in European History are edited and supplied to the students by members of the department.

HISTORY 4. THE UNITED STATES. Five hours. For Seniors, the course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed. Students with a satisfactory average may with permission elect to write a paper in lieu of the final examination.

Texts and reference works:

General: Morison and Commager, *The Growth of the American Republic;* Randall, *The Civil War and Reconstruction;* Hacker and Kendrick, *The United States Since 1865;* Mitchell and Mitchell, *American Economic History;* Malone and Rauch, *Empire for Liberty;* Blum, *The National Experience.*

Source Books: Commager, *Documents of American History;* MacDonald, *Documentary Source Book of American History;* Evans, *Cases on American Constitutional Law* (Fenwick edition); Bartlett, *The Record of American Diplomacy.*

Special Histories cited frequently: Bailey, *A Diplomatic History of the American People;* Bemis, *A Diplomatic History of the United States;* Kelly and Harbison, *The Amercian Constitution;* Swisher, *American Constitutional Development;* Pratt, *History of United States Foreign Policy;* Nettels, *The Roots of American Civilization;* Agar, *The Price of Power;* Allis, *Government Through Opposition;* Brogan, *Era of Franklin D. Roosevelt;* Faulkner, *From Versailles to the New Deal;* Frederick, *Slavery and the Breakdown of the American Consensus;* Ganley, *The Progressive*

Movement; James, *The Supreme Court in American Life;* Lippmann, *U. S. Foreign Policy;* Lyons, *Idealism & Realism in Wilson's Peace Program, Presidential Power in the New Deal;* Van Deusen, *The Jacksonian Era;* Winks, *The Cold War;* Deglar, *Out of our Past.*

Special historical works cited at appropriate places in the Syllabus: The Bassett, Turner, McDonald and Dunning volumes of the older *American Nation Series;* Miller, *The Origins of the American Revolution;* Corwin, *John Marshall and the Constitution;* Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt;* Allen, *Lords of Creation;* Corwin, *The Constitution and What It Means Today;* Mason & Leach, *In Quest of Freedom;* R. Hofstadter, *American Political Tradition.*

HISTORY 5. POLITICS OF INTERNATIONAL RELATIONS. Two hours. An elective course for Seniors. The emphasis is upon the politics of 20th-century nations and their effects upon United States foreign policy and nternational relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the causal relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas; Modern Europe; the Soviet Union; China; Emerging Africa; Latin America; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings will be selected from Overstreet, *What We Must Know About Communism;* Crossman, *The God That Failed;* Benton, *The Voice of Latin America;* White, *Thunder Out of China;* Shepherd, *Politics of African Nationalism;* Osgood, *Alternative to War or Surrender;* Fulbright, *Prospects for the West;* Fulbright, *New Myths and Old Realities;* Essays, *The Conservative Papers;* Herzog, *The War-Peace Establishment.*

HISTORY 6. Introduction to East Asia. Two hours. Open to Upper Middlers and Seniors. It is the purpose of the course to introduce American students to Asia through study and critical examination of the histories of China and Japan. While the approach is essentially historical, considerable emphasis is placed upon East Asia's anthropology, philosophy, religion, literature and art.Topics covered include East Asia: The Setting and Geographical Beginnings, Thought and Religion, The Social Fabric, The Political Tradition, The Alien Impact, China in Revolution: First Phase, The Modernization of Japan, China in Revolution: Second Phase, New Order in Eastern Asia, China in Revolution: Third Phase.

The course consists of readings, lectures, audio-visual materials, map exercises, and work projects. Textual and supplementary readings are taken from such works as Fairbank,. J. K., *The United States and China,* Reischauer, E. O., *Japans Past and Present,* Michael and Taylor, *A History of the Far East in Modern Times,* M. C. Yang, *Chinese Village,* Tsao, *Dream of the Red Chamber,* Snow, *Red Star Over China.*

History 7. Introduction to South Asia. Two hours. Open to Upper Middlers and Seniors. The purpose of the course is to introduce American students to Asia, through study and critical examination of the histories of India and Pakistan. The approach is essentially historical, but considerable emphasis is placed upon the area's anthropology, philosophy, religion, literature and art. Topics covered include India and Pakistan: Setting and Early Culture, Thought and Religion Prior to the Coming of Islam, the Nature of Indian Society, Patterns of Pre-Mughal History, The Mughal Empire, The British in India, Modern India and Pakistan.

The course consists of readings, lectures, audio-visual materials, map exercises and work projects. Textual and supplementary readings are taken from such works as Spear, P., *India: A Modern History*, Brown, W. N., *The United States and India and Pakistan*, Nehru, J., *The Discovery of India*, Forster, E. M., *A Passage to India*, deBary, W. T., *et al*, *Sources of the Indian Tradition*, Markandaya, K., *Nectar in a Sieve*.

History 6-7. Introduction to Asian Civilizations. Four hours. History 6 and History 7 may be combined to form a major course.

MATHEMATICS

The courses in mathematics have two purposes. The first is to give the student at each level an appreciation of the mathematical structure and thus of the essential aesthetic quality of the mathematical field in which he is working. The second but equally important purpose is to assure a boy a command of the appropriate technical skills without which he cannot go on in higher courses in school or college. Each year constant and consistent problem work helps to make concrete the abstract ideas of mathematics. Each year an attempt is made to give the student an idea of the way in which mathematical ideas grow by repeated abstraction and generalization from the physical phenomena with which he is familiar.

Thus the study of algebra begins with the properties of the natural numbers of arithmetic and progresses to the study of the integers, the rational numbers, the irrational numbers and an introduction to the real and complex numbers. An introduction to the concept of proof in simple algebraic and geometric situations is made early in the first two years. Later these ideas are sharpened and extended in both fields. A basic concern with relations and functions of numbers paves the way for a systematic study in the last two years of a variety of continuous and discret functions.

Besides its regular sequence of courses the Department provides accelerated and advanced courses for those boys able and willing to mov faster than normal.

Mathematics 1. First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra throug the solution of quadratic equations. Texts: Johnson, Lendsey and Slesnick' *Modern Algebra, First Course* (Addison-Wesley).

Mathematics 1A. Five hours. A course for boys who have had pproximately a half year of algebra in the eighth grade. At the end of he fall term, qualified boys are invited into the newly formed sections of Mathematics 1X. Texts are the same as those in Mathematics 1.

Mathematics 1X. Five hours. A course for very able students who wish to begin an accelerated program in mathematics. It is formed at the nd of the fall term of boys in Mathematics 1A. If followed by Mathematics 2X, it enables a student to enter Mathematics 4 in his third year. A major portion of geometry will be covered. Texts are the same as those in Mathematics 1 and 2.

Mathematics 2 Special. Five hours. A course designed for Juniors nd those entering Lower Middlers who have had a full year of algebra but have not covered well enough such topics as inequalities, the postulates nd elementary structure of algebra, number systems, etc., to be fully eady for Mathematics 2. After special review in such phases of algebra, he course undertakes the regular work of Mathematics 2, completing it by the end of the year. Texts used will be the same as those in Mathematics and 2.

Mathematics 2. Geometry. Four hours. This course covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, the natural extensions to solid geometry are made. At the end of the year the student will have a knowledge of methods of proof and of geometrical facts and concepts in both two and three dimensions. Text: Moise, Down's Geometry (Addison-Wesey).

Mathematics 2XA. Five hours. The prerequisite for the course is Mathematics 1X. Work in geometry is continued and that of Mathematics 3 is undertaken. Students who finish the course satisfactorily are in general required to take one more year of mathematics (usually Mathematics 4, in rare cases Mathematics 4C) to fulfill the school's diploma requirement. Texts used are those of Mathematics 2 and 3.

Mathematics 2XB. Five hours. An accelerated course enabling a boy starting in Mathematics 1 to have an opportunity to take the calculus without sacrificing the work in Probability and Linear Algebra of Mathematics 4. With Mathematics 4X it provides a sequence that by the end of the Upper Middle Year completes Mathematics 2, 3, and 4. Mathematics 2XB is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2XB and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior Year. The texts are those of Mathematics 2 and 3.

Mathematics 3. Five hours. Algebraic analysis and elementary trigonometry. The course continues the work in the algebra of real numbers begun in Mathematics 1. It extends and develops the ideas of mathematical structure and methods of proof met in Mathematics 2. It emphasizes the study of the elementary functions: algebraic, exponential, logarithmic and trigonometric. It also covers the elements of analytic trigonometry. Texts: Vance's *Modern Algebra and Trigonometry* (Addison-Wesley).

MATHEMATICS 3G. Five hours. A course in geometry for entering students who have had two years of algebra. The course strengthens the student's background in algebraic analysis and in trigonometry to correspond to the work done in Mathematics 3. The texts are those of Mathematics 2 and 3.

MATHEMATICS 4. Five hours. The regular senior course in Mathematics. It will consist of work in elementary probability and statistics, linear algebra, and limits of simple series and sequences. Besides opening up fields of mathematics increasingly important for industrialists and social scientists, the course will increase a boy's mathematical maturity and will lay a strong foundation for study of the calculus in college or in Mathematics 5. Entering students who have not had trigonometry will be placed in a special section. Texts: Mosteller, Rourke and Thomas' *Probability* (Addison-Wesley); Kelley's *Algebra: A Modern Introduction* (Van Nostrand).

MATHEMATICS 4C. Five hours. A course in analytic geometry and the calculus open to selected students who have finished Mathematics 3 or 3G and for whom an early start in calculus is justified by their need for it in their study of physics and chemistry. The course will move somewhat more slowly than Mathematics 5 because of the lower mathematical background of its students, but by the end of the year, most of the boys should be ready for the Advanced Placement Examination in the Calculus. Text: Protter, Morrey's *Calculus and Analytic Geometry* (Addison-Wesley).

MATHEMATICS 4X. For details of the course see the description of Mathematics 2XB above. Completion of Mathematics 4X meets the college requirements for four units of mathematics.

MATHEMATICS 5. CALCULUS WITH ANALYTIC GEOMETRY. Four hours. The course corresponds to the introductory course in calculus given in many colleges and universities. It is open to those who have completed the regular four-unit sequence in secondary school mathematics. Completion of the course offers a student the opportunity to qualify for advanced placement in college mathematics. Text: Thomas' *Calculus and Analytic Geometry* (Addison-Wesley).

MATHEMATICS 6. INTRODUCTION TO ALGEBRAIC STRUCTURES AND ELEMENTARY ANALYSIS. Four hours. A course for boys who have completed a year of calculus. It is designed to give students a deeper understanding of the basic concepts of elementary calculus, an introduction to modern algebra, and a background in those topics of linear algebra useful in advanced calculus. Texts: McCoy's *Introduction to Modern Algebra* (Allyn and Bacon), Goldberg's *Methods of Real Analysis* (Blaisdell).

Mathematics L. An Introduction to Modern Algebra. Two
ours. An elective course open to Seniors who have finished at least three
ears of mathematics. It may be taken simultaneously with either Mathe-
atics 4, 4C or 5, since it does not duplicate, but supplements, the work
one in those courses. The purpose of the course is to provide an introduc-
on to systematic development of algebraic structures that include groups,
ngs, fields, and vector spaces; and to study those topics most useful in
e applications of Modern Algebra to other branches of mathematics.
ext: McCoy's *Introduction to Modern Algebra* (Allyn and Bacon).

Mathematics C. Programming and Use of a Computer. Two hours.
n introduction to the use of computers in mathematics, science, engi-
eering, medicine, business, and other fields. A study of what the computer
n and cannot do. The course is both theoretical and practical. Programs
ritten by the student may be tried on a large-scale computer available at
l times through a teletype machine located in the classroom. The course
ill also consider elementary machine language and simple compiling
nguages.

MECHANICAL DRAWING

Two hours. A technical drawing course, which includes the use of
rawing instruments and the study of geometric constructions, ortho-
raphic projection, descriptive geometry, spacial relations, isometric and
blique pictorial projections, developments, assembly and detail engi-
eering drawings. Special stress is placed on a thorough mastery of funda-
ental concepts and skills. Students of special ability are given an oppor-
unity to do more advanced work in a related field of their choice. The
xt is French and Vierck's *Graphic Science*, supplemented by motion
ictures.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for
dmission to college. For graduate study, and particularly for the Ph.D.
egree, French and German are frequently required.

hinese

Chinese 1A. Four hours. Open to Upper Middlers who will be ex-
ected to continue with Chinese 2A in the Senior year. The program
oes not require summer study (see Chinese 2 below), but such study
ay be encouraged, particularly following the Senior year. The combined
hinese 1A and 2A, devoted to both the oral and the written language,
repare for advanced work at the college level.

Chinese 2. Four hours. Open to Seniors who have successfully com-
leted Chinese 1A or the eight-week summer course of Chinese Language
Chinese 1) at the Institute of Asian Studies for College Preparatory Stu-
ents. The Institute, of which Phillips Academy is an Associated Member,

holds its summer session at Thayer Academy, Braintree, Massachusetts. Chinese 2 works toward increased mastery of the written and oral language in preparation for advanced work at the college level.

French

The French Department offers a six-year course of study. The first four are devoted to teaching the students to understand and to speak the language as well as to read and write it. The methods employed parallel as closely as possible the natural order of language learning: hear it first then say what you have heard, next read and, finally, write. Pronunciation articulation, rhythm and fluency receive constant emphasis throughou each year. At no time does the Department teach the art of translation French is used exclusively in the classroom, at all times and under al circumstances, and from the very first day. In the fifth year, students tak a Freshman-level course, a survey of French literature and the study o key writings from French classical authors, in preparation for the Advanced Placement examination.

Students who demonstrate unusual aptitude for and interest in th language during their first term of study are invited to enter special "X sections which move ahead more rapidly without demanding more tim Those who successfully complete this accelerated course of study receive four units of credit after three years of study. There is also a speci fourth-year class for gifted students which prepares for Advanced Placement. Thus certain students are able to do college-level work after onl three, and sometimes only two, years of study.

French 1. Seven hours. For the first half year, the course has no book Then, Robin & Bergeaud, *Le Français par la methode directe* is use Classes, limited to 15, meet seven times a week, with two different instructors, and are expected to spend two hours a week working wit records and tapes. The goal is to acquire listening comprehension and t basic patterns of French speech. The method is the adaptation of FLE methods to older students.

French 1-2. Five hours. For new boys who do not qualify f French 2, yet who have too much French to start again at the beginnin At the end of the first term, those who find the pace too swift drop ba to French 1A. Those who successfully complete the course enter Fren 3 the following year. Texts: Mauger, *Cours de langue et de civilisati françaises*, Book I, and the *Anthologie*, a collection of French stories, bo past and contemporary, which has been compiled by the members of t Department.

French 1-2 S. Six hours. Restricted to Seniors who have not previous studied the language. The course covers the work of the first two years the normal sequence.

French 1A. Five hours. For new boys whose knowledge of Fren is too slight to qualify for admission to French 1-2, yet who have had t nuch to start over again. The course emphasizes development of the ural-oral skills and prepares for French 2A the next year.

French 2. Five hours. While continuing to develop the audio-lingual kills, the aim in the second year is to teach reading, to develop the ability o understand non-technical French prose without recourse to translation. esides the X sections for the most able, there are regular sections for hose who have begun their French at Andover; "A" sections for those ho come from other schools but have been taught by audio-lingual echniques, and also for those who have completed French 1A; and B" sections for new students who have had enough French to qualify for second-year course, but who have been taught by grammatical-translaion methods. Texts: Couture, *Le Français Vivant,* Book II; *Anthologie.*

French 3. Four hours. Continuing to develop the three skills of stening comprehension, speaking and reading, the third-year course also tresses writing and the beginnings of reading for critical analysis. Texts: angellier, *Précis de Grammaire;* Pagnol, *Topaze;* Aveline, *La Double-ort de Frédéric Belot;* Gide, *La Symphonie pastorale.*

French 4. Four hours. Primarily a course in language, French 4 introuces the student, through readings in Book IV of Mauger and complete ditions of standard French authors, to contemporary French culture as ell as to its literature from *La Chanson de Roland* to Sartre.

French 5. Five hours. The course prepares for Advanced Placement. here are two-hour minor courses in French for those whose study prorams do not permit a major course: French 3-Minor for those with two nits of credit; French 4-Minor for those with three; and French 5-inor for those with four. There is also a seminar course, both four- and wo-hours, French 6, for those who have successfully completed the Adanced Placement courses (French 4H or 5-Major). Those who are in it rrange a special tutorial program with a member of the Department.

Senior French Project. Seniors taking an advanced French course ay do apprentice teaching during either the Winter or Spring term. They tudy the techniques and methods of modern language instruction; and ractice, under careful supervision, in beginners' classes.

erman

The German Department offers a five-year course with the purpose of eveloping the ability to understand spoken German, facility in speaking, eading fluency, the ability to write German correctly. The more advanced ourses also give an introduction to German literature since the eighteenth entury.

From the first meeting, all classes are conducted in German. English is ever used as the classroom language.

The Department offers an accelerated course for students who show nusual ability in German 1. After completion of German 2X, these students enter German 4 and receive four units of credit after three years of study.

German 1. Five hours. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Texts: Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer* (*Grundstufe*); Schulz-Griesbach, *Leseheft für Ausländer.*

German 1-2. Six hours. The course is designed for qualified Seniors and Upper Middlers who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

German 2. Five hours. The systematic study of basic patterns is continued with Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer.* Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read include Kessler, *Kurze Geschichten;* House and Malthaner, *Helles und Dunkles;* Schnitzler, *Der blinde Geronimo.*

German 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4, but gives only the same unit credit as German 2.

German 3. Four hours. Throughout the year grammar is reviewed in Schulz-Sundermeyer, *Deutsche Sprachlehre für Ausländer.* The following texts are read: Dürrenmatt, *Der Richter und sein Henker;* Aichinger, *Der Gefesselte;* Borchert, *Draussen vor der Tür und Ausgewählte Erzählungen.* Emphasis is placed on comprehension, vocabulary building, and written work.

German 4. Five hours. Introduction to German literature. Through detailed stylistic analysis of a number of outstanding works, the students gain an acquaintance with some of the major authors and most significant trends in German literature since 1750. The works read include Lessing, *Nathan der Weise;* Goethe, *Werther, Urfaust* and *Iphigenie;* Schiller, *Maria Stuart;* Eichendorff, *Aus dem Leben eines Taugenichts;* Heine, *Ausgewählte Gedichte;* Keller, *Kleider Machen Leute;* Rilke, *Ausgewählte Gedichte;* Mann, *Tonio Kröger;* Kafka, *Das Urteil* and *Vor dem Gesetz.* Qualified students take the Advanced Placement Examination at the end of the course.

German 5. Four hours. Contents vary according to the needs and interests of the students. Probable texts: Steinhauer, *Deutsche Kultur;* Neuse, *Deutscher Sprachgebrauch.*

German S. Two hours. For Seniors who wish to continue German as a minor subject. Contents vary according to the needs of the students.

Russian

The courses in Russian develop skill in speaking, aural comprehension, reading, and writing. The structure of the language is explained systematically.

Russian 1. Five hours. An elementary course in speaking, reading, and writing Russian. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); Dawson et al., *Modern Russian I* (Harcourt); *Graded Russian Readers* (Heath). Coordinated drill with tapes in the language laboratory. Open to Juniors, Lower Middlers, and Upper Middlers.

Russian 1-2. Six hours. An accelerated elementary course, presenting the principal features of Russian in one year, with intensive practice in speaking, reading, and writing. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); *Graded Russian Readers* (Heath). Coordinated drill in the language laboratory. Open to Seniors and, with the approval of Class Officers, to Upper Middlers with a satisfactory record in another foreign language.

Russian 2. Five hours. Completion of the elementary course, with continued emphasis on active use. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); Dawson et al., *Modern Russian II* (Harcourt); Katzner, *A Russian Review Text* (Random House); *Graded Russian Readers* (Heath).

Russian 3. Four hours. Reading, conversation, and writing, based on a variety of authors. The texts include: *ALM Russian, Level Four* (Harcourt); *Ballad of a Soldier* (Harcourt); Katzner, *A Russian Review Text* (Random House); and selected literary editions.

Russian 4. Four hours. Advanced reading, conversation, and composition. The texts include Turkevich, *Masterpieces of Russian Literature* (Van Nostrand).

Spanish

The Department of Spanish offers a regular sequence, normally of four years, but able students, by accelerating, may take five courses. The aim is to teach the students to understand the language and to speak it fluently. Spanish is used constantly in the classroom. The students are also taught to read and write the language with ease, and are given a comprehensive introduction to the literature of Spain and South America.

Spanish 1. Five hours. In keeping with the new audio-lingual approach, this course stresses understanding and speaking the Spanish language, with a minimum of English used in the classroom. The Holt series, beginning with *Entender y Hablar,* by LaGrone, McHenry and O'Connor, provides the basic texts. They are supplemented by language laboratory practice and other audio-visual materials. Reading and writing are introduced after the student has acquired considerable oral fluency.

Spanish 1-2. Six hours. Designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. Texts: *Entender y Hablar* and *Hablar y Leer,* both by LaGrone, McHenry and O'Connor (Holt, Rinehart and Winston), and *El Gesticulador* by Usigli (Appleton-Century-Crofts).

Spanish 2. Five hours. A continuation course that emphasizes speaking, reading, simple theme writing and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed, in accordance with the principles of the audio-lingual method. The basic text is the second book of the Holt Series, *Hablar y Leer,* by LaGrone, McHenry and O'Connor. Ample language laboratory practice and audio-visual materials reinforce classroom procedures.

Spanish 2X. Five hours. Open to students who have completed Spanish 1 with honors. It covers the equivalent of the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2. Texts, supplemented by additional reading, include: *España y su Civilización,* by Ugarte (Odyssey); *Pensativa,* by Goytortúa (Appleton-Century-Crofts); and *Pepita Jiménez,* by Valera (Macmillan).

Spanish 3. Four hours. An advanced course, which continues to develop oral and aural skills as well as facility in written composition. Texts (supplemented by additional reading) *Gramática Española de Repaso,* by Ugarte (Odyssey); *Pensativa,* by Goytortúa (Appleton-Century-Crofts); *Sombrero de Tres Picos,* by Alarcón (Macmillan); and *Leer, Hablar y Escribir,* by Keese, LaGrone and O'Connor (Holt, Rinehart and Winston).

Spanish 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are Ugarte's *Panorama de la Civilización Española* (Odyssey) and del Río's *Del Solar Hispánico* (Dryden) for cultural and historical background, as well as grammatical review. Among the literary works read in the course are *La Barraca,* by Blasco Ibáñez (Macmillan) and *Las Lanzas Coloradas,* by Uslar Pietri (Norton), as well as novels, plays and essays found in such collections as *Biblioteca Clásica Ebro.* The study of poetry is introduced through the reading and discussion of selections from *Poesía Española,* by Marín (Las Americas Publishing Company).

Spanish 5. Five hours. A course for students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon various periods and genres of Spanish and Spanish American Literature, such as Las novelas ejemplares by Cervantes, the Golden Age Drama, the Novel, Contemporary Drama, etc. Outside reading and written and oral reports are required. Texts include *Poesía Española,* by Marín (Las Americas Publishing Company); Plays by Calderón, Lope de Vega, Tirso de Molina; *Doña Perfecta,* by Goldos (The Laurel Language Library); *La familia de Pascual Duarte,* by Camilo José Cela, edited by Boudreau and Kronit (Appleton, Century, Crofts).

SPANISH M. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college, and is conducted entirely in Spanish. The basic texts are Ugarte's *Gramática Española de Repaso* (Odyssey); and *El Sombrero de Tres Picos,* by Alarcón (Macmillan).

MUSIC

The aims of the Music Department are to provide every student with a valuable experience in music and to give him an understanding of the art. Its aims are achieved by the study of theory and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one operetta or musical comedy presented each year.

CHORUS, CONCERT BAND, ORCHESTRA. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each course meets four periods a week: two afternoons at 4:15 and two evenings between 6:45 and 7:45. Upper Middlers may take any one of these courses in fulfillment of the diploma requirement in Music or Art. Volunteers, not enrolled in the courses for credit, may join the sessions of such courses as an extracurricular activity.

INTRODUCTION TO MUSIC. Two hours. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic, classical, and modern schools, including jazz. The subject matter is illustrated with recordings and live demonstrations.

HARMONY. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course. Open to Seniors only.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Two hours. Weekly instruction in keyboard, orchestral, and band instruments, or in voice, may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practicing. For advanced students arrangements can be made for a pupil to study in Boston with a private instructor. For piano and organ students there is a separate charge of $140 a year for weekly half-hour lessons, and $225 for weekly hour lessons, plus a nominal fee for the use of practice pianos and organs. The charge for voice lessons is $105 a year for weekly half-hour lessons. Lessons are offered on all band and orchestral instruments at $105 a year. Active members of the Band and Orchestra receive instruction at a reduced rate.

Music Major. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined.

Beginner's Band. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be lent an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

NAVIGATION

Two hours. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. Considerable plotting and tabular work is done in determining a ship's position both within sight of land and on the open sea. During the latter part of the year the opportunity to cruise may be offered to members of the class. The textbook used is Dutton's *Navigation and Nautical Astronomy,* supplemented by Navy and Coast Guard films.

PHILOSOPHY

Two hours. The course offers a study of a few central problems of metaphysics. The interdependence of metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics.* During the latter part of the spring term it is customary to study all, or part, of a book by a recent or contemporary philosopher: for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of hi views on some of the chief problems explored in the course, throughou which the fundamentals of logic are strongly emphasized.

PHYSICS (See *Science*)

POLITICS OF INTERNATIONAL RELATIONS (See *History*)

PUBLIC SPEAKING

Two hours. An elective course for Seniors and (occasionally) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. Two texts are used for reference: Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London) and Sarret and Foster's *Basic Principles of Speech* (Houghton Mifflin).

RELIGION

The study of religion at Phillips Academy is intended to help students gain an understanding of the Judaeo-Christian heritage, and to develop the capacity to relate man's religious insights to the problems of everyday living. A knowledge of how to read the Bible is valuable in its own right, and familiarity with its contents is indispensable for appreciation of much of art, music, history, and literature. Acquaintance with the basic concepts of other religions adds perspective to the understanding of one's own and deepens the sense of the importance of beliefs, attitudes, and values in various aspects of one's personal and social life.

Bible. Two hours. Required of all members of the Lower Middle class, the course traces the development of the basic religious concepts of the Old and New Testaments. It acquaints students with many of the finest passages of the Bible, with its outstanding personalities, with the individual books and their messages, and with a sense of the progressive discovery and revelation of religious truth.

Senior Religion. Four hours. An elective course for Seniors. It includes a term's study of some of the living religions of the world and their sacred writings. A second term's work involves the study and discussion of certain basic religious problems and of various attitudes toward the meaning of life as they are reflected in a number of contemporary plays and novels. A third term is devoted to an investigation of Christian teaching, through New Testament writings and the work of a number of contemporary philosophers and theologians.

SCIENCE

Beginning with Elementary Science, a student may pursue a four-year sequence of courses in science. The departments aim to provide the student with an understanding of science and of scientific methods and thinking as a necessary part of his general education. At the same time, the subjects are covered with sufficient thoroughness to test his capacity and interest and to provide a sound foundation for later work in college, should his experience indicate the desirability of such work.

Courses designated by the letter X are more difficult than the regular ones, and admission is granted only to selected students. These courses meet for one additional class each week and use texts of the college freshman level. They thereby prepare in one year for the advanced placement examinations, and consequently for advanced standing in college. Science Honors provides a two-year integrated course for those capable of advanced work, in both physics and chemistry. Able students who have taken the regular courses before their Senior year may also prepare for the advanced placement examinations by taking the minor courses indicated as S courses. In addition, the S courses provide uninterrupted progress for the student who plans further study in a particular field.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. Hence no second-year-level courses are offered. For the student with special interests in any one area, individual projects are encouraged to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

Elementary Science. Three hours. The course is designed to form an approach to the laboratory sciences that follow in the later years, and to acquaint the student with information important to any educated person. It is based on a study of the earth, considered from the points of view of the geologist, the physicist, the chemist, the biologist, and the astronomer. Laboratory work is an important part of the course. The text materials are those developed by the Earth Science Curriculum Project.

Anthropology. Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the prehistory of North America. It is composed of lectures and reading on a variety of subjects bearing on man's life in the New World, touching on geology, climatic change and attendant changes in flora and fauna, methods of dating the past, as well as archaeology. Some discussion and reading on aboriginal societies brings the course down to the beginning of written history.

Biology

Biology. Four hours. The course stresses the unity of life—rather than the diversity—by emphasizing the functions common to all living things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism including nutrition, gas exchange, transport, excretion and homeostasis; responsiveness and coordination; reproduction, genetics and development; the principles and history of evolution; and the principles of ecology.

The class meets four times a week, three times for discussion and once for a laboratory period. The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

Biology X. Five hours. An honors course, open upon invitation of the Department, to a limited number of able Upper Middlers and Seniors. In addition to the material of the regular Biology course, Biology X offers extra work in the field of physiology in preparation for the Advanced Placement Examination of the College Entrance Examination Board, success in which leads to advanced placement in college and, in some circumstances, to credit towards the college degree. *Will not be offered in 1967-68.*

Biology S. Two hours. Open to Seniors who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination of the College Entrance Examination Board.

Chemistry

Chemistry. Four hours. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Special attention is given to modern theory. Emphasis is placed upon reasoning and general concepts rather than upon memorization of facts. The class meets three times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work. Text: *Chemistry, An Experimental Science,* prepared by the Chemical Education Material Study.

Chemistry X. Five hours. The course is open to a limited number of able students who have strong scholastic records in mathematics and physics. It is essentially the equivalent of a first-year college course, and prepares qualified students for the Advanced Placement Examination. Text: *General Chemistry,* by Slabaugh and Parsons.

Chemistry S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed a regular course with good grades. Qualified students are prepared to take the Advanced Placement Examination.

Physics

Physics. Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. The laboratory experiments are chosen not merely to afford training in manipulative techniques and to illustrate portions of the text material, but also to exemplify proper scientific practice. The use of the slide rule is taught and required.

Physics S. Two hours. Open to Seniors who have completed a year of physics, and who have taken, or will take concurrently, a course in calculus. The course reviews the essential material of elementary physics, but at the greater depth and with the sophistication made possible by the calculus. The course includes a number of advanced laboratory experiments. Students undertake individual study or laboratory projects in the spring. Physics S will prepare the better students for the Advanced Placement Examination in Physics.

Honors Sequence

Science Honors 1 and 2. Five hours each year. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete a year of analytic geometry and the calculus before graduation and who show promise of unusual capacity in science and mathematics. The subject matter includes chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 1 will fulfill the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 2.

PRIZES

Listed below are prizes open for competition in each academic year. Unless otherwise stated, awards may be made in cash, or in the value of the amounts listed.

ENGLISH

Draper Prizes. For declamation. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1867. Funded 1878 by Warren F. Draper, Class of 1843. Awarded 1966 to (1) Matthew Marks Schneiderman, (2) James Stidger Pickering, (3) Nicholas Arthur Deutsch.

Means Prizes. For declamation of original essays. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1868. Funded 1879 by William G. Means, of Andover. Awarded 1966 to (1) Christopher Lee Moore, (2) Elwyn Cornelius Lee, (3) William Wylie Robinson.

Robinson Prizes. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. $75 to the winning team. First awarded 1896. Funded 1910 by Henry S. Robinson of Andover. Awarded 1966 to (1) Francis Charles Klein, (2) David William Haviland, (3) Bradley Youle Smith. ($75 to be divided equally.)

Schweppe Prizes. For an examination on a literary subject. Open to Senior and Upper Middle Class. $30 and $20. First awarded 1912. Sustained since 1941 by John S. Schweppe in memory of his father, Charles M. Schweppe, Class of 1898. Awarded 1966 to (1) Peter Jay Buchin, (2) No award this year.

Goodhue Prizes. For an examination in English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. $70 and $50 First awarded 1961. Funded 1936 by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1966 to (1) David William Haviland, (2) Alfred Charles Basile; Honorable Mention, Timothy Pence McKibben.

Clough Prize. For an essay by a Senior on an assigned literary subject. $40. First awarded 1923. Funded 1923 by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. No award this year.

Langley Prize. For an essay on Charles Dickens. Open to members of the Lower Middle and Junior Classes. $15. First awarded 1929. Funded 1927 by Stephen S. Langley, Class of 1863. Awarded 1966 to Sean Konecky.

Leonard Prizes. For declamation of original essays. Open only to Juniors and Lower Middlers. Three prizes of books. First awarded 1942. Funded 1957 by *The Phillipian* in memory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1966 to (1) Irve Lewis Libby, Jr., (2) Neal James Rendleman, (3) John Munro Woolsey, 3d.

Carr Prizes. For skill in oral English. Open only to Juniors and Lower Middlers. $16, $12, $8, and $4. First awarded 1943. Sustained by Donald Eaton Carr, Class of 1922. Awarded 1966 to (1) Philip Leslie Clinton, (2) Charles Christopher Smith, (3) Rip Cohen, (4) Charles Faulkner Bennett.

Burns Prizes. For an original poem. Awarded to one student in each of the Senior and Upper Middle Classes, and to one student of either the Lower Middle or Junior Class, $20 each. First awarded 1945. Funded 1944 by Mrs. John P. O'Rourke in memory of her son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1966 to *Senior,* Richard Cedric Noble; *Upper,* Nicholas Arthur Deutsch; *Lower,* no prize this year.

Sumner R. Kates Prize. For an essay in American literature. $125 in cash. First awarded 1950. Funded 1949 by Summer R. Kates, Class of 1938. Awarded 1966 to Timothy Pence McKibben.

John Horne Burns Prize. For an original short story. Open to all students. $35 in cash. Funded in 1961 by Mr. and Mrs. Joseph Lawrence Burns in memory of their son, John Horne Burns, Class of 1933. Awarded 1966 to Douglas Christopher Crichton.

CLASSICAL LANGUAGES

Cook Prizes. In Greek. For an examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. $30, $15, and $10. First awarded 1879. Funded 1878 by Joseph Cook, LL.D., Class of 1857. Awarded 1966 to (1) Anthony Thomas Grafton, (2) Stephen Joseph McCarthy, (3) David Emerson Smith.

Dove Prizes. In Latin. For an examination in the translation and interpretation o Virgil. Open to Seniors or members of Latin 4. $30, $20, and $10. First awarded 1880 Sustained since 1915 from the George W. W. Dove Fund. Awarded 1966 to (1) Anthon Thomas Grafton, (2) John Bidwell, Jr., (3) Joseph John DeChellis.

Valpey Prizes. For Latin composition and Greek composition. Open to the Uppe Middle Class. $20 each. First awarded 1896. Funded 1891 from a bequest of Rev. Thoma G. Valpey, Class of 1854. Awarded 1966 to John Grier Buchanan, III—Latin. No awar this year—Greek.

Johnson Prize. For Greek composition. $10. First awarded 1924. Funded 1932 b Alfred Johnson, Class of 1890, in memory of the Rev. Alfred Johnson, a graduate o Dartmouth College. Awarded 1966 to Matthew Cartwright Molé. Honorable Mentio Christopher Hayes Wilbur.

Weir Prize. In Greek. For an examination in the translation of New Testament Gree $70. First awarded 1928. Funded 1927 from a bequest of The Rev. William N. Wei Class of 1895. Awarded 1966 to Anthony Thomas Grafton.

Benner Prize. For excellence in first-year Greek. $25. First awarded 1939. Funde 1950 by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, f forty-six years Instructor in Greek in Phillips Academy. Awarded 1966 to Rober Granger Benson, III and Richard Woodson Rutherford. ($25 to be divided equally).

Department Prizes. For excellence in Latin translation and composition, $10 an $5; for recitation from memory of poetry or prose, $10. First awarded 1940. Sustain since 1947 from Winthrop Fund. Awarded 1966 to (1) John Grier Buchanan, III, (2 John McMurray Butte for Latin 3 Translation and Composition. Awarded 1966 to (1 Philip Martin Pfeil Buttenfield, (2) Davis Burton Everett for Latin 2 Translation ar Composition. Awarded 1966 to Christopher Lee Apitz. Honorable Mention, Rip Coh for Latin 3 Recitation. Awarded 1966 to Vernon Judson Harward, III. Honorable Me tion, Charles Faulkner Bennett for Latin 2 Recitation. Awarded 1966 to Andreas Ale ander Nowara for Latin 1 Recitation.

Catlin Prize. To be awarded regardless of need, to a member of the Upper Midd Class of outstanding scholarship and deportment, who, on completion of Greek 2 Latin 3 at Phillips Academy, shall include in his Senior program a major course in Gre or Latin. $1,000. First awarded 1945. Funded 1944 from a bequest of George H. Catl Class of 1863. Awarded 1966 to Matthew Cartwright Molé and Woody Norman Peters ($1,000 to be divided equally.)

GERMAN

Stevenson Prize. For excellence in German composition, oral and written. Op to the Senior and Upper Middle Classes. $15. First awarded 1904. Funded 1904 Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1966 to Hay Richardson Mahoney. Honorable Mention to Marcus Wayne Wright.

FRENCH

Taylor Prize. For excellence in French conversation and composition. A selecti of French books. First awarded 1909. Funded in part 1908 by a member of the Cl of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor Jo

Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1966 to Jonathan Morse. onorable Mention to Andrew Maine Hemenway.

Department Prizes. For aural ability. To those students in their first and second ar of French who receive the highest marks on a special examination to test aural mprehension. First and second prizes in books. First awarded 1946. Sustained by an onymous donor. Awarded 1966 in French 1 to (1) Charles Stephen Donovan, (2) avid Burnham Ensor; French 2 to (1) John Michael Hosken, (2) Roderick Marshall cNealey.

Anthony D. Graves Prize. For improvement during the first year of the study of ench. To the student whose application and effort result in the greatest over-all im- ovement. $25. First awarded 1954. Funded 1954 by Mrs. Charles F. Pease in memory her father. Awarded 1966 to Michael Charles Liberman.

Forbush Prize. For excellence in French 3. A book or books. First awarded 1956. nded 1955 by students and friends of Guy Johnson Forbush, Instructor in French at illips Academy 1917-1920, 1924-1955. Awarded 1966 to Alberto Miguel Raurell.

SPANISH

Howard P. Hayden Prize. For excellence in oral Spanish. To a member of the first- ar Spanish course who, in the opinion of the faculty, has made the greatest progress in al Spanish. $35. First awarded 1945. Funded 1945 by Mr. and Mrs. Howard P. Hayden, Santiago, Chile. Awarded 1966 to (1) André Mark Spears, $25, (2) Neil Eric Oner- im, $10. Honorable Mention to Howard Judson Whitehead.

Donald E. Merriam Memorial Prize. Awarded annually to the student in the second ar of Spanish who, in the opinion of the Spanish Department, has best combined the alities of proficiency, interest and enthusiasm in the study of that language. A book d name on plaque. First awarded 1965. Given by the students of Spanish at Phillips cademy. Awarded 1966 to Derek Dexter Rainey.

HISTORY

Lauder Prizes. For an examination in Modern European History. $30, $20, and books rst awarded 1913. Funded 1916 by George Lauder in memory of his son, George Lauder, ., Class of 1897. Awarded 1966 to (1) Douglas Christopher Crichton, (2) William arles Lucas.

Haymond Prizes. In American History. To undergraduates taking the course in istory of the United States, for an essay on the Constitution of the United States. 0, $25, $10, and books. First awarded 1943. Sustained by the Honorable Frank C. aymond, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and homas Arnette Haymond, Class of 1943. Awarded 1966 to (1) Jonathan Carroll Stap- ton, *Paper Money Against the Constitution,* (2) Arthur Maxwell Field, III, *Virginia cession Convention,* (3) John Fontana Cooney, *Baker v. Carr.*

Grace Prizes. In American History. For an essay on the Bill of Rights or other storical topic related to our heritage of human liberty. $70, $45, $35, and books. First arded 1953. Funded 1951 by Oliver R. Grace, Class of 1926, in memory of his ther, Morgan H. Grace. Awarded 1966 to (1) Barry Ko Yueng Tung, *Okinawa: nited States Imperialism,* (2) Robert Stewart Walden, *Evolution of the Social Security ct,* (3) Roger Hampton Smith, *Clement L. Vallandigham.*

Marshall S. Kates Prizes. In American History. To undergraduates taking the urse in History of the United States for an essay on a topic in the field of American istory. $50, $30, $20, and books. First awarded 1953. Funded 1952 by Marshall S. ates, Class of 1939. Awarded 1966 to (1) William Michael Davis, *Ford the Dearborn In- pendent, and the Post-War Period, 1919-1920,* (2) David Alan Goldin, *North Har- rd Street & the Great Society,* (3) Peter Jay Buchin, *New York City Mayoralty Elec- on of 1933,* (4) Vinton Douglas Tomkins, *The Transatlantic Review: A Voice of A ovement.*

Webster Prizes. For excellence in Ancient History, European History, or Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. $125 in money and books. First awarded 1956. Funded 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1966 to (1) Blake Lawrence Crawford, (2) Bruce Owen Glenn in History 1; to (1) Theodore David Dunbar, (2) Ira Stuart Outerbridge, III in History 2.

MATHEMATICS

Convers Prizes. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. $100, $75, $50, $25, $10, and books. First awarded 1898. Funded 1898 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1966 to (1) Frederick Herman Greene Wright, II, (2) Richard Mansfield Soule, (3) James Rorex Stokley, III, (4) Edward King Chapin, (5) Andrew Staley, Jr.

Eaton Prize. For excellence in Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. $20. First awarded 1938. Funded 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years instructor in Mathematics at Phillips Academy. Awarded 1966 to George Arthur Pugh, II and Daniel Leonard Kent. $20 to be divided equally.

McCurdy Prizes. For excellence in Senior Mathematics. For Seniors in the regula fourth-year Mathematics program. Awarded on the basis of classroom work and a examination. $35 and $25. First awarded 1941. Funded 1940 by the family of the lat Matthew S. McCurdy, in memory of his connection with Phillips Academy as Instructo in Mathematics 1873-1921. Awarded 1966 to (1) Barry Ko-Young Tung, (2) Dougla Lee Myers.

Bailey Prize. In Upper Middle Mathematics. On the basis of an examination a the close of the year. $35. First awarded 1946. Funded 1946 by Edward Bailey Crichton Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarde 1966 to Bruce Reider. Honorable Mention to Robert Pease Smith, Jr.

Watt Prizes. In Elementary and Intermediate Algebra, Plane and Solid Geometr Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of comprehensive examination covering the analytical work of secondary school Mathematic $125, $75, $25, and books. First awarded 1954. Funded 1953 by J. Lester Parsons wit the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3 Class of 1953, in memory of Frederick Ellsworth Watt, Instructor at Phillips Academ 1933-1951. Awarded 1966 to (1) Peter Cushing Perdue, (2) Kellogg Sheffield Stelle, (3 Prescott Kingsbury Turner, Jr.

Tower Prize. For excellence in Analytic Geometry and the Calculus. A special bound book in the field of Mathematics. First awarded 1954. Sustained by John Dixon, Class of 1924, in recognition of Oswald Tower, Instructor in Mathematics Phillips Academy 1910-1949. Awarded 1966 to Richard Kenneth Dawson.

Winfield M. Sides Prize. For excellence in Mechanical Drawing. Awarded on t basis of proficiency in classroom work. $100 in cash and/or drawing equipment. Fund in 1966 by Donald A. Raymond, Jr., Class of 1932, in memory of Winfield M. Sid Instructor in Mathematics at Phillips Academy 1919-1958. First awarded 1960. Award 1966 to Byron Wendell Powell.

Joseph Award. For excellence in the area of Mathematics. To a member of the Sen Class. A gold medal and a book. First awarded 1960. Sustained by David Joseph, New York City, in memory of his father, Bernard Joseph. Awarded 1966 to Kello Sheffield Stelle.

Scoville Prize. (*See Sciences.*)

SCIENCES

Scoville Prize. In the Physical Sciences or Mathematics. To a student or stude for an original paper or project exhibiting creative thinking or ingenuity in the Physi Sciences or Mathematics, preferably not in assigned course work. $50. First awar

59 by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbert oville. Awarded 1966 to Victor Maksymenko and Stephen Dana Seccombe. $50 to be vided equally.

Wadsworth Prize. For excellence in Physics. To the student holding the highest nk in Physics for the year. $30. First awarded 1900. Funded 1952 by William S. Wadsrth, M.D., Class of 1887. Awarded 1966 to Frederick Hermon Greene Wright, II.

Dalton Prize. For excellence in Chemistry. To the student holding the highest rank Chemistry for the year. $65. First awarded 1915. Funded 1915 by Frederick Goodrich ane, of Dalton, Massachusetts, Class of 1884. Trustee of Phillips Academy, 1912-1923. varded 1966 to James Russell Priestley.

Marsh Prize. For excellence in Biology. To a student who has been outstanding in erest and attainment in the Biological Sciences. $25. First awarded 1936. Sustained ce 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one the great paleontologists of his day. Awarded 1966 to Jonathan Williams Eaton and hn David Malick. $25 to each.

Graham Prize. For excellence in Science. To that member of the graduating class aining the highest average grade in ten hours of the natural sciences studied while Phillips Academy. $1,000. First awarded 1946. Funded 1945 from a bequest of James Ghaham, Instructor in Science at Phillips Academy, 1892-1937. Awarded 1966 to llogg Sheffield Stelle and Prescott Kingsbury Turner, Jr. $1,000 to be divided equally.

Wadsworth Prize. For excellence in Biology. To the student holding the highest rank Biology for the year. $30. First awarded 1953. Funded 1952 by William S. Wadsrth, M.D., Class of 1887. Awarded 1966 to Edward King Chapin.

Department Prize. For excellence in Physics. To that student taking elementary ysics who receives the highest grade on a prize examination. Books. First awarded 56. Sustained by the Physics Department. Awarded 1966 to David Werblin Niereng.

Department Prize. For excellence in Biology. To a student who has demonstrated eptional interest and accomplishment with particular reference to laboratory investition. $25. First awarded 1964. Sustained by an anonymous donor. Awarded 1966 to arles Bradford Barber.

MUSIC

Cutter Prize. For proficiency in orchestral, especially stringed instruments. $55. rst awarded 1924. Funded 1925 by The Rev. C. F. Cutter, Class of 1871, in memory his father, Charles Cutter, Class of 1840. Awarded 1966 to Leland Stanford Edwards.

Poynter Prize. To that member of the Phillips Academy Choir who, in the judgent of the Choirmaster, has been the most useful member of that organization. $30. rst awarded 1945. Funded 1943 by Horace Martin Poynter, Class of 1896, and Mrs. ynter, formerly of Andover, in memory of their son, Edward Pitkin Poynter, Class 1940, who gave his life for his country in the aviation service in July, 1943. Awarded 66 to Ronald Wayne Takvorian.

Jones Prize. To that member of Phillips Academy Orchestra who, in the judgment the Director of Music, has been the most useful member of that organization. $25. rst awarded 1946. Established in 1945 by Mr. and Mrs. Edward T. Jones, in memory their son, Ainsworth B. Jones, Class of 1939, who gave his life for his country in e aviation service in July, 1943. Awarded 1966 to Leland Stanford Edwards.

Collier Prizes. For proficiency in the playing of the piano. $25. First awarded 1947. nded 1946 by Mrs. Milton Collier and I. Alfred Levy, in memory of Milton Collier. warded 1966 to Ronald Wayne Takvorian.

Fuller Music Prize. To a musical student who, irrespective of need, has demonstrated gh character and special musical aptitude. The recipient will assume responsibility for aying the carillon in the Memorial Tower. $350. First awarded 1951. Funded 1959 Samuel Lester Fuller, Class of 1894. Awarded 1966 to John Baker Moore.

Kibrick Prize. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. $50. First awarded 1953. Sustained in memory of Herbert V. Kibrick, Class of 1934, by his wife. Awarded 1966 to Joseph Michael Latvis $30 and James Francis Grillo $20.

ART

Morse Prize. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. $25. First awarded 1932. Funded 1942 by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1966 to Joseph Seamans.

Thompson Prize. For improvement in drawing and painting. $25. First awarded 1932. Funded 1955 by Mrs. Frances Thompson Heely, in memory of her brother Augustus Porter Thompson, 3d, Class of 1928. Awarded 1966 to Selden Thayer Kirk.

Addison Gallery Associates Prize. To a student who has distinguished himself in art as well as in other activities. $25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1966 to Eric Redman.

John Esther Gallery Prize. To the student who has shown through his wor the clearest understanding of art. $25. First awarded 1943. Awarded 1966 to Christophe Todd Wise.

Photography Fellowship Prize. To the student demonstrating the greatest exce lence in Photography. $25 and one week as an apprentice in the photographic studio Wingate Paine. First awarded 1964. Sustained by Wingate H. Paine, Class of 193 Awarded 1966 to Joseph Seamans.

ATHLETICS

Faculty Golf Cup. To the winner of the Varsity Golf Squad competition. Winne name inscribed on Cup. Presented 1927 by the Faculty of Phillips Academy. Fir awarded 1927. Awarded 1966 to William Lockhart Dawson, Jr.

Kilpatrick Trophy. To the winner of the Andover versus Exeter track meet. bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academ Replica to the captain or co-captains of the winning team. Trophy presented 1938 John Reed Kilpatrick, Class of 1907. First awarded 1938. Awarded 1966 to the Philli Exeter Academy.

Schubert Award. To a member of the Senior Class who has excelled in vars athletics and who has best exemplified the qualities of sound character, cheerfulne and good sportsmanship on the athletic field. A gold medal, and winner's name inscrib on a plaque. Funded 1951 by the Eta Delta Phi Society, in memory of Edmund Jo Schubert of the Physical Education Department. First awarded 1944. Awarded 1966 Gordon Leslie Freeman, Jr.

Banta Trophy. To be awarded annually to that member of the Varsity Tennis Te who shows the best sportsmanship, leadership, and character throughout the seas Established 1953 by the Tennis Team of Phillips Academy, in honor of their coa Cornelius Gordon Schuyler Banta. Awarded 1966 to Erich Paul Wise.

Cross Country Cup. To the member of the Cross Country Team who during season has displayed outstanding sportsmanship, performance, and team spirit. Winn name inscribed on Cup. Presented 1952 by the members of the cross country squad honor of their coach, Norwood Penrose Hallowell. First awarded 1953. Awarded 1966 Richard Cedric Noble.

Basketball Trophy. To the club basketball player who has contributed most club basketball. Winner's name inscribed on trophy. Presented 1953 by the mem of the Varsity Basketball Team. First awarded 1953. Awarded 1966 to Winthrop brook Newcomb.

Fagan Squash Racquets Trophy. To the winner of the Fagan Trophy Tournam Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1 Awarded 1966 to Guy Farlow Blakeslee.

REAGH WETMORE SWIMMING AWARD. Awarded annually to a senior member of the Varsity Swimming Team excluding the Captain who has best exemplified the spirit of Andover swimming. Winner's name inscribed on plaque. Established by the 1964 swimming team. Awarded 1966 to Lee Chickering Eddy.

LACROSSE TROPHY. To the lacrosse player, excluding the captain, who through nthusiasm and love for the sport has inspired his teammates with the will to win. Winner's name inscribed on trophy. Presented in 1954 by the members of the lacrosse quad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1966 o David Ellsworth Ludden.

SMITH HOCKEY CUP. To a member of the hockey team, exclusive of the captain, who is in good scholastic standing and who during his association with hockey has ontributed most to the sport and to the school by representing its ideals through portsmanship, endeavor, and ability. A silver cup. Funded 1954 by Sumner Smith, Class f 1908. First awarded 1954. Awarded 1966 to Christopher Jude Gurry.

CREW CUP. To the student who has contributed most in the way of team spirit and portsmanship to the crew. Winner's name inscribed on cup. Presented 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 934. First awarded 1955. Awarded 1966 to Carl Alzen Wales.

TRACK TROPHY. To the member of the winter and spring varsity track squad who xhibits outstanding character and will to win. Winner's name inscribed on trophy. Presented by the members of the 1955 winter and spring track squads in honor of their oach, Stephen Stanley Sorota. First awarded 1955. Awarded 1966 to James Parnham abiani and Cary Sutton Underwood.

PRESS CLUB TROPHY. To the student who has proved through his performance on he athletic fields to be the most capable athlete of the whole year. Winner's name nscribed on trophy and winner receives replica of trophy. Trophy presented 1956 by he members of the Press Club of Phillips Academy and replicas sustained by the club. irst awarded 1956. Awarded 1966 to John Harvey Turco.

SHERIDAN MEDAL. To the student who has contributed most to the intramural athtic program. A gold medal. Funded 1956 by bequest of Fannie J. Sheridan, in memory f her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his ountry as a member of the United States Marine Corps in September 1944. First warded 1957. Awarded 1966 to William Henderson Morrill.

FOOTBALL TROPHY. To the member of the Junior Varsity 1 Team who contributed most to Andover football below the Varsity level. Presented in 1955 by the members of the Junior Varsity 1 Football team. Awarded 1966 to Richard Guild Hinman.

RICHARD S. PIETERS VARSITY WRESTLING AWARD. To that member of the Varsity Team, excluding the Captain, who demonstrates throughout the season outstanding ability nd enthusiasm for the sport. Winner's name inscribed on plaque. Awarded 1966 to Robert Thomas Conlin.

PETER Q. MCKEE SKI BOWL. Awarded annually to a member of the Varsity Ski Team who has contributed the most to the team and to the sport of skiing. Winner's ame inscribed on bowl. Awarded 1966 to Charles Robert Hogen, Jr.

RAYMOND T. TIPPETT MEMORIAL AWARD. Awarded annually to a senior member f the varsity football or baseball team whose loyalty, courage and modesty exemplify he character of Ray Tippett and the best traditions of Andover athletics. Established n 1962 by members of the class of 1945 for a prize in memory of their classmate, Raymond T. Tippett. Winner's name inscribed on plaque. Awarded 1966 to James Parnham Fabiani.

SOCCER CUP. To be awarded annually to a member of the Soccer Team, exclusive of he captain, who has contributed most to the team through his sportsmanship, effort, nd ability. Trophy presented in 1965 by Stanley C. Smoyer. First awarded in 1966 to Andrew Delano Abbott.

OTHER PRIZES

Aurelian Honor Society Prize. To a member of the graduating class who, in th opinion of the Faculty and his classmates, is outstanding in sterling character, hig scholarship, and forceful leadership. Books. First awarded 1936. Sustained by th Aurelian Honor Society. Awarded 1966 to Vinton Douglas Tompkins.

Ayars Prize. To a member of the Senior Class who, through work, perseveranc and seeking after excellence, has created for himself a position of respect and admiratio in the school community. $50. First awarded 1956. Funded 1957 by Mr. and Mrs. Jame S. Ayars, in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarde 1966 to Selden Thayer Kirk.

Bierer Prize. To a student who is outstanding in character and personality. $2 First awarded 1944. Sustained by Eugene S. Bierer, Class of 1943. Awarded 1966 to Robert Mallory Browne.

Faculty Prize. To that member of the graduating class who during his Senior yea attained the highest academic average. $100. First awarded 1912. Funded 1923 by Sanfor H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freun Awarded 1966 to Matthew Cartwright Molé.

Federation of Harvard Clubs Prize. To an outstanding member of the Upp Middle Class who combines excellence in scholarship with achievement in other field A book. First awarded in 1911. Sustained by the Harvard Club of Andover. Awarde 1966 to Jeffrey Stephen Melamed.

Fuller Prize. To a member of the Senior Class who, having been at Andover n less than two years, has best exemplified and upheld in his life and work at Andover t ideals and traditions of the school. A gold medal. First awarded 1912. Funded 1959 b Samuel Lester Fuller, Class of 1894. Awarded 1966 to James Parnham Fabiani.

Hopper Prize. To a student worker in the Commons who is outstanding in industr cooperation, and unselfishness. $100. First awarded 1954. Funded 1953 by friends Henry Hopper who, for thirty-eight years, served Phillips Academy with industr cooperation, and unselfishness. Awarded 1966 to Robert Alan Hutchison.

Improvement Prize. To a member of the Senior Class who has been a student Andover for at least two years and who has shown the greatest development of charact and scholarship. $100. First awarded 1941. Sustained by a member of the Class of 191 Awarded 1966 to Christopher Jude Gurry.

Keyes Prize. To a boy, who in his Lower Middle year shows outstanding qualit of character, leadership, scholarship and athletic ability. $50. Funded 1958 by Langl C. Keyes, Class of 1920. First awarded 1959. Awarded 1966 to Davis Burton Everett.

Kingsbury Prize. To a student of outstanding character, who, in the judgment the headmaster is especially distinguished for perseverance and resolution. $100. Fi awarded 1943. Funded 1945 by Dr. and Mrs. John A. Kingsbury, in memory of th son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1966 to James Francis Gril

Library Prizes. For the best student libraries collected. $30, $15, and $10. Sustain by the Friends of Oliver Wendell Holmes Library since 1956. Awarded 1966 to (Norman Yeh, (2) Donald Montgomery Neill, (3) Martin Alan Geiger.

Lord Prize. To a Senior who during his residence at Phillips Academy has display in his daily actions and personal contacts a genuinely fine character. A selection of boo First awarded 1947. Sustained by Mrs. Mason Faulconer Lord, in memory of her husba Mason F. Lord, Class of 1944. Awarded 1966 to Christopher May Keppelman.

Phillipian Prize. For outstanding service rendered to the *Phillipian*. $50. Fi awarded 1931. Funded 1931 by James Q. Newton, Class of 1929, and Business Mana of the *Phillipian* during his Senior year. Awarded 1966 to James Simon Kunen.

Schweppe (Richard Jewett) Prize. To a member of the Senior Class in recognit of an unusual spirit of cooperation and friendliness. $100. First awarded 1947. Fun 1946 by Mrs. Richard J. Schweppe, in memory of her husband, Richard Jewett Schwep Class of 1896. Awarded 1966 to Leslie Hugh Powell.

Stearns Prize. In honor of Dr. Alfred E. Stearns, Class of 1890. Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. $100. First awarded 1951. Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1966 to Vinton Douglas Tompkins.

Abbot Stevens Prize. To a member of the Senior Class, upon recommendation of the faculty, who through his character and leadership has made a significant contribution to the Academy and to his classmates. $100. Funded 1959 by Mrs. Abbot Stevens, n memory of her husband, Abbott Stevens, Class of 1907. Awarded 1966 to Jonathan Buell Stevens.

Stiles Prize. To the member of the Upper Middle Class whose judgment and loyalty o the school have been exemplary. $50. First awarded 1960. Funded 1960 by Mrs. Russell Stiles, in memory of her husband, Class of 1908, and his father, Sumner Burritt Stiles, Class of 1872. Fund increased 1960 by her son, William S. Stiles, Class of 1942, nd David Stiles, Class of 1936. Awarded 1966 to Walton Harris Walker, II.

Sullivan Prizes. To those members of the Senior, Upper Middle, Lower Middle, and unior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of $200 each, awarded in the fall. First awarded 1921. Funded 921 by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1966 to *Senior,* Christopher John Hallett, *Upper,* William Henry Barringer, *Lower,* Robert Hall Arnold, *Junior, John Richard Hawkins.*

Van Duzer Prizes. Two prizes of $350 each, awarded as outlined below. (a) Andover-Harvard. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced t the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1965 to Marcus Wayne Wright. (b) Harvard-Andover. "The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, he award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1965 to James Brian Haley. First awarded 1912. Funded 1928 from a bequent of Henry S. Van Duzer, Class of 1871.

Warren Prize. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty. $50. First awarded 1926. Funded 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1966 to Stuart Lunsford Sessions.

Wells Prize. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy n whose memory the prize is given. $50. First awarded 1953. Sustained by Mr. and Mrs. . Brent Wells, in memory of their son, Anthony Peters Wells, admitted to the Class of 1956. Awarded 1966 to David Allen Tibbetts.

Jack Williams Prize. To that member of the Junior Class, residing in Williams Hall, who in the minds of the proctors and housemaster has made an outstanding contribution to dormitory life during the school year. Funded in 1965 in memory of John . Williams '61 by his family and friends. Awarded 1966 to Benjamin Aaron Gruber.

Yale Bowl. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1966 to John Harvey Turco.

SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

*Hon. William Phillips (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of $4,000	$ 4,633.33
*Students' Educational Fund (1854). Begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1,000 from Edward Taylor, Treasurer of Phillips Academy, 1868-1889	7,762.64
*Samuel Farrar (1865). Bequest of Samuel Farrar, 1803, Treasurer of Phillips Academy, 1808-1840. (A part of this fund is for other purposes)	22,000.00
*Jane Aiken Clarke (1870). James G. Clarke, Class of 1839, in memory of his mother	1,200.00
†Peter Smith Byers (1878). John Byers, Class of 1848, in memory of his brother, Class of 1847	500.00
*Class of 1878 (1878). Senior Classical class	1,200.00
†Jonathan Taylor (1878). Edward Taylor, Treasurer of Phillips Academy, 1868-1889, in memory of his father	1,000.00
*Hiram W. French (1879), Class of 1839	1,000.00
*Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, Principal of Phillips Academy, 1838-1871	1,000.00
*Gerard Sumner Wiggin (1882). Bequest of Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, Class of 1875	1,000.00
*Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
*Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the Treasurer's Office of Phillips Academy, and Edward Stanley Richards, Class of 1875	1,450.1
*Warren F. Draper (1890), Class of 1843	1,000.0
‡Charles L. Flint (1890). Bequest of Charles L. Flint, Class of 1845	5,000.0
*Henry P. Haven (1890). Trustees of Henry P. Haven estate, of New London, Conn.	1,000.0
*Emma Lane Smyth (1890). Gov. Frederick Smyth, of New Hampshire, Class of 1839, in memory of his wife	1,000.0
*James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.0
*Joseph Dowe (1892). Bequest of Joseph Dowe, Class of 1817	3,097.9
†John Cornell (1894). Bequest of John Cornell. Recommended by the School Committee of Andover Awarded 1965-1966 to Alan Douglas Dawson.	5,000.0
*James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, Class of 1840	1,000.0
*Mary W. Holbrook (1900)	500.0

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.
‡ For general scholarship aid; preference to boys from Middleton.

Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter	1,500.00
Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, Class of 1908	5,000.00
George Ripley (1908). Bequest of George Ripley	2,500.00
T. Augustus Holt (1909). Bequest of T. Augustus Holt	26,003.24
James Huntington (1910; 1931). The widow and daughter of James Huntington, Class of 1848	2,000.00
Allan Morse Penfield (1913). Bequest of Allan Morse Penfield, Class of 1904	1,000.00
George B. Knapp (1914). Katharine Knapp estate, in memory of her brother, Trustee of Phillips Academy, 1899-1910	5,000.00
Thomas A. Emerson (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson	2,000.00
obert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Class of 1912, who died in the military service of the United States, 1918 "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school." Awarded 1965-1966 to Michael Bancroft Winship.	6,000.00
eorge Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892 "The income is used annually for the assistance of a worthy student or students of limited means." Awarded 1965-1966 to Cary Sutton Underwood.	10,000.00
ordon Ferguson Allen (1920; 1957). James F. Allen, of Meriden, Conn., and his sons, Parker B. Allen, Class of 1914, and Theodore F. Allen, Class of 1915, in memory of Gordon Ferguson Allen. Increaed in 1957 by Theodore F. Allen "The income is awarded annually to a deserving student of character and promise and of limited means." Awarded 1965-1966 to David Stanley Goldstein.	10,000.00
Rev. William Henry and Ellen Cary Haskell (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895	3,000.00
Harriet L. Erving (1922). Bequest of Miss Harriet L. Erving, of Andover, for thirty years assistant in the Treasurer's Office	1,500.00
Samuel M. Evans (1922). Class of 1887. (A part of the fund is for other purposes)	2,000.00
Charles C. Clough (1923). Princeton University classmates and friends of Charles C. Clough, Class of 1906 "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established." Awarded 1965-1966 to Walton Harris Walker, II.	5,000.00
Frank Butler Walker (1923). Bequest of Mrs. Mary C. B. Walker, in memory of her son, Class of 1889	1,425.00

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* For general scholarship purposes.

† For general scholarship aid for boys from Andover.

*Abraham B. Coffin (1924). Bequest of Abraham B. Coffin, Class of 1852	2,000.00
Alfred Howlett Durston (1926). Marshall H. Durston, Class of 1900, in memory of his brother, Class of 1897 "The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence." Awarded 1965-1966 to James Francis Grillo.	5,000.0
Smith Lewis Multer, Jr. (1926). Smith Lewis Multer, in memory of his son, Class of 1923 "The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school." Awarded 1965-1966 to James Francis Grillo.	5,000.0
*Amasa J. Whiting (1927; 1955). Bequest of Mrs. May C. W. Speare, in memory of her father	5,159.5
*James H. Haste (1930; 1933-34; 1944). Bequest of James H. Haste, Class of 1894	241,074.1
William Thompson Reed Memorial (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929 "The income is awarded annually to a student of character and promise at the beginning of his Senior year." Awarded 1965-1966 to Ronald Wayne Takvorian.	12,565.3
*Henry Waldo Greenough (1931; 1937). Bequest of Henry Waldo Greenough, Class of 1889	2,000.
*Moncrieff M. Cochran (1932). Bequest of Moncrieff M. Cochran, Class of 1900	2,500.
*Bancroft (1933). Bequest of Cecil K. Bancroft, Class of 1887, Registrar of Phillips Academy 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth Principal of Phillips Academy	2,000.
Schuyler Bussing Serviss Memorial (1936). Mrs. Charlotte B. Serviss, in memory of her son, Class of 1898 Awarded 1965-1966 to Robert Paul Reid, III.	5,000.
*Osgood Johnson (1937). Bequest of Helen O. Sprague, in memory of her grandfather, Principal 1833-37, and her father, Class of 1848. For New England-born students	500.
†David and Lucy Hayward Shaw (1939). Bequest of Lucy Hayward Shaw (Mrs. David)	10,000.
Augustus Porter Thompson (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, Class of 1892 "The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character." Awarded 1965-1966 to James Robert Volker	5,000.
*Sumner Smith (1943), Class of 1908. Balance of income after the Smith Hockey Cup	1,142
Julia E. Drinkwater Memorial (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother "The income is awarded annually to deserving students of character and promise and limited means." Income from the William Drinkwater Fund currently added to that of this fund. Awarded 1965-1966 to John Harvey Turco and Alberto Miguel Raurell, Jr.	10,443

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* For general scholarship purposes.

† For general scholarship aid for boys from Andover.

Charles W. Carl (1944-46; 1950-53; 1955-56), Class of 1910 "Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University." Awarded 1965-1966 to Jonathan Buell Stevens and James Farand Flowers.	25,000.00
*__Louis S. Owsley__ (1944-1946; 1948-1949). Bequest of Louis S. Owsley, Class of 1890. Income partially subject to an annuity; balance for scholarships and special education purposes	395,746.85
Richard Strong Foxwell (1945). Mrs. Gilbert M. Foxwell, in memory of her son, Class of 1922 "Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school." Awarded 1965-1966 to Albert George Mulley, Jr.	2,500.00
*__Arthur L. Kerrigan__ (1945), Class of 1915	2,500.00
*__Abbott Stevens__ (1945-46), Class of 1907. Trustee 1935-58; Treasurer 1949-58	20,000.00
Herbert E. Stilwell (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, Class of 1941, who was lost in the English Channel on a mission during the war "Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship." Awarded 1965-1966 to Howard Gustave Borgstrom.	26,421.52
*__Cecil K. Bancroft__ (1946). Bequest of Mary E. Bancroft, in memory of her brother, Class of 1887, Registrar and Instructor at Phillips Academy, 1906-1932	3,000.00
*__Leonard A. Hockstader__ (1946), Class of 1896	2,500.00
Moses Austin Cartland Shackford (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891 "Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course." Awarded 1965-1966 to Michael Anthony Fletcher.	5,000.00
Macintyre (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents "Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school." Awarded 1965-1966 to David Melville Engvall.	12,100.34
*__Robert D. Mills__ (1947). Bequest of Robert D. Mills, Class of 1893	500.00
†**George F. Roberts** (1948). Bequest of Mary A. Roberts	2,000.00
Ray A. Shepard (1949-1950; 1953; 1960-61). Friends of Ray A. Shepard, Athletic Director of Phillips Academy, 1919-1949 "The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition." Awarded 1965-1966 to William Joseph Corcoran, Jr.	2,630.35
Suisman Foundation (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, John R. Suisman, Class of 1955, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950	15,000.00

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* For general scholarship purposes.

† For general scholarship aid for boys from Andover.

"Income is to be awarded annually to a student selected by the Scholarship Committee."	
Awarded 1965-1966 to Michael Paul Currier.	
*Newton-Hinman (1950). Ahlers Association, in honor of Frederick E. Newton, Class of 1893, and George W. Hinman, Class of 1894, former instructors at Phillips Academy and faculty guardians of the PBX Society	22,243.17
*Society Scholarships. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
*AGC Society (1950). The Rogers Associates, Inc.	24,461.94
Balance of income after the Benner Prize	
*AUV Society (1950). AUV Corporation	35,000.00
*EDP (1950). The Eta Delta Phi Society	5,000.00
Balance of income after Schubert Award	
*FLD Society (1950; 1956). The Davison Associates, Inc.	18,115.14
*KOA Society (1950). The Blodgett Association	35,176.17
*PAE Society (1950). The Cooley Association	35,000.00
*PBX Society (1950). (See Newton-Hinman, above)	
*PLS Society (1950). Phi Lambda Sigma Association	17,000.00
*Anonymous (1951)	1,000.00
Richard Jewett Schweppe Memorial (1951-53; 1957-58). Mrs. Richard J. Schweppe, in memory of her husband, Class of 1896	38,000.00
"Income for a scholarship(s) to be awarded annually to a student who shows promise of leadership, responsibility and enthusiasm," and for a prize.	
Awarded 1965-1966 to Robert James Sperry and George Booker Nevius.	
*Isabel C. McKenzie (1952). Bequest of Mrs. Isabel C. McKenzie	25,000.00
*AUV Society-James C. Graham Memorial (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1893-1937	10,500.00
Chauncey O'Neil (1955-1959). Edward O'Neil, II, Class of 1927, in memory of his father, Class of 1899	27,000.00
"The income to be awarded annually to a boy or boys from Western Pennsylvania."	
Awarded 1965-1966 to John Albert Parker, Jr.	
Horace Martin Poynter (1955-59). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945. Income partially subject to an annuity	23,481.25
Awarded 1965-1966 to Joseph John O'Hern and John Ponton Cuthbertson.	
*G. Louise and Nelson Robinson (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson	891,480.25
Walter Brooks Memorial (1956). The Walter Brooks Foundation, in memory of Walter Brooks	30,000.00
Hamilton (1956-1964). John D. Hamilton, Class of 1913, in memory of his father, J. D. Hamilton	22,295.76
"The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River."	
Awarded 1965-1966 to John Joseph Leone.	
Evert W. Freeman (1956-58). Bequest of Evert W. Freeman, Class of 1917	29,380.23

* For general scholarship purposes.

"The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need." Awarded 1965-1966 to Leslie Hugh Powell.	
oseph Kaplan (1956-59; 1962). Joseph Kaplan and other donors "The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness." Awarded 1965-1966 to Miklos Jako.	19,765.00
Louis N. Bennett Memorial (1957-58). Bequest of Mrs. Josephine C. S. Blaisdell, in memory of her brother, Class of 1893	1,000.00
Alexander Angus McDonell, Jr. (1957-58; 1964). Mrs. Alexander Angus McDonell, in memory of her son, Class of 1935, who gave his life for his country as a member of the United States Air Force on June 20, 1944 Awarded 1965-1966 to William Lawrence Steele, Jr.	23,721.85
Putney (1957). R. Emerson Putney, Class of 1928	5,067.82
Edmund B. Cabot (1957-61). Thomas D. Cabot	9,230.93
William Drinkwater (1958). Bequest of William Drinkwater, Class of 1900. Unrestricted. Income currently added to that of the Julia E. Drinkwater Memorial fund	25,111.11
ndiana (1958-59). Bequest of James C. Thornton, Class of 1904. Preference to boys from Indiana. Income added to fund	11,218.11
Alfred O. Hitchcock, Jr. (1959). Bequest of Alfred O. Hitchcock, Jr., Class of 1895	600.00
Helen Davis Hood (1959-60). Bequest of Helen Davis Hood (Mrs. Gilbert H.). Increased in 1960 by Gilbert H. Hood Memorial Fund	6,000.00
May T. Morrison (1959). May T. Morrison Estate Awarded 1965-1966 to Richard Francis Delaney.	10,000.00
Henry Mann Silver (1959). Bequest of Henry Mann Silver, Class of 1868	4,206.46
William Madison Wood (1959-60). Cornelius A. Wood, Jr., Class of 1937, in memory of his grandfather. Income added to fund	3,327.61
*Horace D. Bellis (1960). Bequest of Horace D. Bellis, director of gymnasium 1901-02	108,080.05
Harvey Dann (1960-61; 1963). Income added to fund	1,015.38
*Francis F. Patton (1962). Bequest of Francis F. Patton, Class of 1908	5,000.00
*Jack Moon (1963). Mrs. Wayne Hayward in memory of her father, Sumner Gilbert Moon, Class of 1895	13,427.95
Henry T. Mudd, Jr. (1963-1964). Henry T. Mudd Jr., Class of 1960 Awarded 1965-1966 to Preston Robert Black.	17,152.11
Edward A. and Samuel C. Suisman (1963-65). Edward A. and Samuel C. Suisman Awarded 1965-1966 to Michael Paul Currier.	5,921.30
Ralph B. Carter, III (1964). Bequest of Ralph B. Carter, III, Class of 1941 Awarded 1965-1966 to James Farrand Flowers.	14,261.66
John W. Weber (1964). Bequest of Ralph B. Carter, III, Class of 1941 Awarded 1965-1966 to Arthur Maxwell Field, III.	14,261.65

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* For general scholarship purposes.

Sanford H. E. Freund (1964). Bequest of Sanford H. E. Freund, Class of 1897 Awarded 1965-1966 to Peter David Constantineau, John William Dineen and Charles William Vinick.	60,920.40
Francis F. O'Donnell (1964). Bequest of Francis F. O'Donnell, Class of 1921 Awarded 1965-1966 to Alexander James Belida, Jr. and John Thomas O'Rourke.	100,000.0
Charles H. Sullivan (1964). Bequest of Joseph C. Sullivan, Class of 1913 Awarded 1965-1966 to James Stidger Pickering.	10,000.0
Mary E. Sullivan (1964). Bequest of Joseph C. Sullivan, Class of 1913 Awarded 1965-1966 to Dennis Edward Tottenham.	10,000.0
*Charles F. Oberhauser (1965). Bequest of Charles F. Oberhauser of Somerville, Mass.	1,039.6
*George Tait Hall (1965). Mrs. George Tait Hall and others in memory of George Tait Hall, Class of 1933.	2,508.5
*Chester N. Whitney (1966). Mrs. Mary E. Whitney in memory of her husband, Chester N. Whitney, Class of 1902.	2,000.0

ANNUAL GIFT SCHOLARSHIPS

Philip B. Stewart Scholarship(s). $2,500. To be used for not more than tw scholarships in the Senior class. Sustained (since 1959) by the Sarah Frances Hutchinso Cowles Fund, Inc., in memory of Phillip B. Stewart, Class of 1882.

Awarded 1965-1966 to Warren von Credo Baker and Gary Andrew Ahrens.

* For general scholarship purposes.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state. Foreign countries at end of listing)

A personal interview is required of all candidates. Whenever possible, it is highly lesirable that candidates come to Andover for a personal interview with the Director of dmissions, the Admissions Officer, or one of the Interviewing Officers. Candidates unable o visit Andover may themselves arrange an interview at a mutually convenient time vith one of the Alumni Representatives listed below. A definite appointment for an nterview, whether in Andover or elsewhere, should be arranged in advance. Candidates vho would find it a real hardship to get to any of the centers listed should communicate vith the Admissions Office about the possibility of seeing a representative not listed elow.

LABAMA

Birmingham
Robert B. Donworth, Jr., '42
1500 Brown Marx Bldg.
Mobile
Frank M. Hicks, Jr., '41
P. O. Box 78
Montgomery
Peter C. Mohr, '54
2739 Colonial Dr.

LASKA

Anchorage
John V. Munroe, Jr., '48
1814 Scenic Way
Juneau
Cadmus Z. Gordon, Jr., '16
Box 2571

RIZONA

Phoenix
Howard K. Brown, Jr., '31
P. O. Box 190
Sahuarita
Keith S. Brown, '31
Box 8, Santa Rita Ranch
Tucson
John S. Greenway, '42
1634 North Olsen Ave.

ARKANSAS

Little Rock
Mose Smith, III, M.D., '48
7 Cantrell Rd.

CALIFORNIA

Davis
Donald M. Reynolds, '38
Department of Bacteriology
University of California
La Jolla
William T. Adams, '28
5911 Waverly Ave.
Los Angeles
Otis Chandler, '46
Los Angeles Times
Times-Mirror Square
Walter L. Farley, Jr., '28
12300 1st Helena Dr.
Richard A. Moore, '32
6290 Sunset Blvd.
H. Burt Reiter, '25
The Prudential Insurance Co.
5757 Wilshire Blvd.
Marysville
Harold S. Edwards, '28
770 Rameriz Rd.
Pacific Palisades
Benjamin H. Dorman, '25
1515 San Remo Dr.
San Diego
George E. Mumby, '24
5001 College Ave.
San Francisco
John P. Austin, '32
Equitable Life Bldg.
120 Montgomery St.
Hamilton W. Budge, '46
Brobeck, Phleger & Harrison
111 Sutter St.
Sherman Chickering, '29
111 Sutter St.
William S. Creighton, '39
2939 Divisadero St.
Charles A. O'Brien, '44
Department of Justice
6000 State Bldg.
Santa Barbara
Mancel T. Clark, Jr., '28
605 San Ysidro Rd.

COLORADO

Colorado Springs
Capt. Frank Zagorski, '44
Quarters 4510-E
U. S. Air Force Academy

Denver
Richard M. Davis, '29
860 Gaylord St.
John F. Malo, '40
2455 South Jackson St.
John C. Mitchell, 2nd, '34
2601 South Sheridan Blvd.
David C. Wilhelm, '38
1408 East 47th Ave.

DELAWARE

Wilmington
Hon. Caleb R. Layton, III, '26
P. O. Box 46
Edward R. McLean, '34
E. I. duPont deNemours & Co., Inc.
International Dept.

DISTRICT OF COLUMBIA

Washington
George W. Beatty, '50
Lee, Toomey & Kent
1200 Eighteenth St., N.W.
Lawrence C. Dalley, Jr., '45
888 17th St., N.W.

FLORIDA

Clearwater
William H. Fenn, '48
58 North Pine Circle, Belleair
Jacksonville
Laurence F. Lee, Jr., '40
Peninsular Life Insurance Co.
Miami
D. Pierre G. Cameron, '21
Ransom School
3575 Main Highway
Coconut Grove
David J. Williams, II, '38
13955 S.W. 82nd Ave.
Ponte Vedra Beach
Arthur W. Milam, '45
P. O. Box 632
Sarasota
Parker C. Banzhaf, '38
3435 Sea Grape Dr.

GEORGIA

Atlanta
Herbert R. Elsas, '28
3510 Paces Ferry Rd., N.W.
Frank F. Ford, '32
Bus.—P.O. Box 19652
Home—2817 Habersham Rd., N.W.
Columbus
M. C. Jennings, '36
Box 2121

HAWAII

Honolulu
Nathan F. Banfield, 3d, '36
P. O. Box 3200
First National Bank of Hawaii

IDAHO

Lewiston
George F. Jewett, Jr., '45
320 21st Ave.

ILLINOIS

Chicago
Gardner Brown, '24
White, Weld & Co.
30 West Monroe St.
David A. Dudley, '28
Director of Admissions
Illinois Institute of Technology
3300 South Federal St.
Lake Forest
Barry C. Phelps, '49
1699 Riverwoods Rd.
Northfield
W. Newton Burdick, Jr., '35
217 Dickens Rd.
Rock Island
George T. French, '29
1230 36th Ave.
Skokie
R. Neison Harris, '32
9444 Skokie Blvd.
Peoria
Charles H. Kellogg, '35
908 Stratford Dr.

INDIANA

Evansville
Reginald B. Collier, '45
7300 Newburgh Rd.
Indianapolis
David Moxley, '42
Kiefer-Stewart Co.
1515 North Senate Ave.
C. Perry Griffith, '45
499 Forest Blvd.

IOWA

Davenport
Alan S. Howard, '27
118 Ridgewood St.

KENTUCKY

Anchorage
Samuel S. Caldwell, Jr., '29
Lincoln Ln.

Louisville
William H. Abell, '28
Commonwealth Life Insurance Co.
4th and Broadway

OUISIANA

New Orleans
C. Horton Smith, II, '28
108 Duplessis St.
Marshall L. Posey, Jr., '55
Bus.—c/o Kern Co. Land Co.,
500 Saratoga Bldg.
Home—1511 Robert St.
Shreveport
Donald A. Raymond, Jr., '32
1132 Erie St.

ARYLAND

Annapolis
H. Richard Duden, '43
Perry Farms
Baltimore
Leonard M. Gaines, Jr., M.D., '45
213 South Tyrone Rd.
Bethesda
William C. Hart, '40
7504 Hampden Lane

ICHIGAN

Ann Arbor
Charles H. Sawyer, '24
2 Highland Ln.
Birmingham
Frederick G. Bahr, '47
540 Berwyn St.
Donald H. Parsons, '48
Emery, Parsons & Bahr
1100 North Woodward
Detroit
William G. Butler, '30
2500 Detroit Bank & Trust Bldg.
George H. Hunt, Jr., '37
2238 Buhl Bldg.
Russell H. Lucas, '12
833 Penobscot Bldg.
Grand Rapids
Paul F. Steketee, Jr., '26
2700 Reeds Lake Blvd.
Grosse Pointe Farms
Carlton M. Higbie, Jr., '35
93 Kenwood Rd.
David W. Kendall, '20
75 Lake Shore Dr.

INNESOTA

Minneapolis
Louis Polk, Jr., '49
General Mills, Inc.
9200 Wayzata Blvd.
A. Lachlan Reed, '35
Minneapolis-Honeywell Regulator Co.
2753 4th Ave., S.
Arne L. Schoeller, '48
1924 James Ave., S.
J. Kimball Whitney, '46
Whitney Land Co.
907 First National Bank Bldg.
Wheelock Whitney, Jr., '44
Box 50, Route 5, Wayzata

MISSISSIPPI

Jackson
Donald K. Cameron, Jr., '48
936 Briarwood Dr.
William D. Lynch, '38
134 Chippewa Circle

MISSOURI

Clayton
Eugene F. Williams, '42
21 St. Andrews Dr.
Columbia
George C. Miller, '35
600 South Greenwood
Joplin
Lawrence S. Crispell, M.D., '38
Sixth and Pearl Ave.
Kansas City
Stephen W. Harris, '38
4700 Belleview
St. Joseph
Robert A. Brown, Jr., '49
Brown, Douglas and Brown
Tootle-Enright National Bank Bldg.
F. Gregg Thompson, Jr., M.D., '47
902 Edmond St.
St. Louis
Peter B. Hubbell, '50
5154 Westminster Pl.
John Shepley, '42
503 Locust St.

MONTANA

Missoula
Meridan H. Bennett, '45
340 Keith Ave.
Philipsburg
F. William Vietor, '37
Rocking Chair Ranch

NEBRASKA

Omaha
James A. C. Kennedy, Jr., '33
1502 City National Bank

NEVADA

Deeth
William B. Wright, Jr., '50
Mary's River Ranch

Reno
Robert S. Kimball, 3d, '51
P. O. Box 3117

NEW MEXICO

Albuquerque
Gregory H. Illanes, Jr., '38
Quinn & Co.
200 2nd St.
John P. Eastham, '45
Rodey, Dickason, Sloan, Akin & Robb
First National Bank Bldg.—West
Santa Fe
Leslie M. Redman, M.D.
Route 1, Box 177

NEW YORK

Amsterdam
Leon H. Young, '20
22 Summit Ave.
Buffalo
Walter F. Stafford, Jr., M.D., '38
24 Tudor Pl.
John N. Walsh, Jr., '39
85 Highland Ave.
Cazenovia
Robert B. Simonton, '50
West Lake Rd.
Ithaca
Andrew Schultz, Jr., '32
631 Highland Rd.
Mamaroneck
Bernard L. Boyle, Jr., '27
1120 Cove Rd.
New York City
Bromwell Ault, '18
50 East 77th St.
Prescott S. Bush, Jr., '40
Johnson & Higgins
63 Wall St.
Nathaniel M. Cartmell, Jr., '42
McGraw-Hill Publishing Co.
330 West 42nd St.
Joseph C. Fox, '34
Kidder, Peabody & Co.
17 Wall St.
William D. Hart, '36
Parker, Duryee, Benjamin Zunino & Malone
1 East 44th St.
Richard D. Lombard, '49
Lombard, Vitalis & Paganucci, Inc.
111 Broadway
John D. Lynch, '46
J. & W. Seligman & Co.
65 Broadway
J. Quigg Newton, Jr., '29
1 East 75th St.
Lovett C. Peters, '32
16 Sutton Place
William C. Ridgway, Jr., '25
Crum & Forster
110 William St.
Rochester
Bruce B. Bates, '49
87 Grosvenor Rd.
John H. Castle, Jr., '34
Ritter Co., Inc.
400 West Ave.
Samuel P. Connor, Jr., '24
Amsden-Connor-Mitchell, Inc.
146 Broad St.
Martin H. Donahoe, Jr., '31
343 State St.
Gordon P. Small, '42
1237 Midtown Tower
Syracuse
William O. Aikman, M.D., '42
1117 East Genesee St.
David H. Northrup, '32
205 DeWitt St.

NORTH CAROLINA

Charlotte
E. Osborne Ayscue, '51
800 North Carolina Nat'l Bank Bldg.
Durham
Peregrine White, '29
39 Kimberly Dr.

NORTH DAKOTA

Fargo
Thomas L. Powers, '20
1617 Seventh St., S.

OHIO

Akron
Wayne F. Anderson, '37
504 Delaware Ave.
Cincinnati
William Hausberg, 2d, '32
2600 Willowbrook Dr.
Rt. Rev. Henry W. Hobson, '1
405 Albion St., Glendale
Fletcher E. Nyce, '26
The Central Trust Co.
Wilford L. Romney, '19
7 Sylvan Ln., Wyoming
David M. Watt
3322 Mowbray Ln.
Cleveland
Edw. T. Bartlett, II
31700 Fairmount Blvd.
Thomas J. Keefe, '50
3290 Glencairn Rd.

James C. Miller, II, '50
2347 Tudor Dr.
James R. Stewart, '27
1144 Union Commerce Bldg.

Cleveland Heights

Edward D. Yost, '47
3137 Fairfax Rd.

Dayton

Vernon E. Midgley, '42
Martin Company
131 North Ludlow St.

Gates Mills

George Oliva, Jr., '39
West Hill Dr.

Granville

George W. Chessman, '37
Briarwood Rd.

KLAHOMA

Bartlesville

Carl M. Elkan, '35
3501 Woodlawn Rd.

Oklahoma City

John H. Edwards, '22
2205 Liberty Bank Bldg.
Dr. Stewart G. Wolf, Jr., '31
644 N.E. 14th St.

Tulsa

James M. Bird, '35
Box 1590
c/o Seismograph Service Corp.
Henry C. Williams, '38
5159 East 31st St.

REGON

Portland

Broughton H. Bishop, '45
Pendleton Woolen Mills
218 S.W. Jefferson St.
Edmund Hayes, Jr., '44
4256 S.W. Patrick Pl.
Frederick J. Kingery, M.D., '45
2250 N.W. Flanders St.

ENNSYLVANIA

Allentown

Charles D. Snelling, '49
2949 Greenleaf St.

Chambersburg

John M. Sharpe, Jr., '46
630 Philadelphia Ave.

Indiana

Joseph N. Mack, '44
Farmers Bank Bldg.

Narberth

Tolbert N. Richardson, Jr., '27
50 Righters Mill Rd.

Philadelphia

Henry R. Hallowell, '39
12 South 12th St.
c/o Gray & Rogers
James M. Mead, '47
31 East Springfield Ave.
Amory M. Sommaripa, M.D., '48
203 Chestnut Hill Ave.

Pittsburgh

Robert S. Kimball, Jr., '27
136 Beech St.
Edward O'Neil, '27
P. O. Box 1692
John M. Phillips, Jr., '30
Phillips Corp.
700 Clairton Blvd.

Scranton

W. Lawson Chamberlin, '34
Chamberlin & Clarke
Northeastern National Bank Bldg.

Waverly

Thomas M. Rodes, '54
Beech St.
P. O. Box 231
James W. Vipond, '30
Waverly Dalton Rd.

Wayne

Robert Schafer, '29
730 Mancill Rd.

SOUTH CAROLINA

Charleston

McColl Pringle, '33
E. H. Pringle & Co.

Columbia

John R. Craft, '29
Columbia Museum of Art
Senate and Bull Sts.

Orangeburg

Benner C. Turner, '23
South Carolina State College

SOUTH DAKOTA

Keystone

James E. Liles, '55
Mount Rushmore National Memorial

Porcupine

Rev. George P. Pierce, '49
Pine Ridge Indian Reservation

Sioux Falls

Hiram G. Ross, '21
Box 423

TENNESSEE

Knoxville

John Muldowny, '44
University of Tennessee
Department of History

Memphis
Henry Loeb, III, '39
365 Colonial Rd.
Nashville
Robert L. Gwinn, '29
1719 West End Dr.
Brush, Hutchinson & Gwinn

TEXAS

Amarillo
Edward L. Roberts, '06
2211 Harrison St.
Dallas
N. Bruce Calder, '41
9211 Guernsey Ln.
William F. Neale, Jr., '44
1010 Hartford Bldg.
John R. Sears, '36
Republic National Bank of Dallas
El Paso
John D. Mason, Jr., '42
4208 North Stanton St.
Fort Worth
Edwin S. Ryan, '49
1700 Catalina Dr.
Houston
George H. W. Bush, '42
1740 Houston Club Bldg.
David M. Underwood, '54
Home—3506 Del Monte
Bus.—724 Travis St.
San Antonio
John M. Bennett, Jr., '27
National Bank of Commerce

UTAH

Ogden
Roderick H. Browning, '44
2641 Washington Blvd.
Salt Lake City
Lincoln D. Clark, M.D., '42
156 Westminster Ave.
C. Chauncey Hall, M.D., '41
2652 East 6200 South

VIRGINIA

Charlottesville
Gardner W. Smith, M.D., '49
University of Virginia Hospital
108 Woodstock Dr.
Norfolk
Jere A. Klotz, M.D., '41
5534 Lakewood Dr.
Richmond
Thomas Walker, M.D., '28
Richmond Memorial Hospital
1300 Westwood Ave.

WASHINGTON

Bellevue
Walter S. Kimball, M.D., '30
3407 76th Ave., N.E.
Evergreen Point
Seattle
Lucius H. Biglow, Jr., '42
1900 Washington Bldg.
Pendleton Miller, '28
711 Central Bldg.
Holt W. Webster, '39
2000 12th Ave., E.
Snoqualmie Falls
Frederick W. Hayes
P. O. Box 97
Spokane
Samuel L. Galland, '25
West 1612 Marc Dr.
Tacoma
Howard S. Reed, '45
7502 North St., S.W.

WEST VIRGINIA

Charleston
William A. Pugh, '39
15 Grosscup Rd.
Wheeling
Marshall T. Gleason, Jr., '33
Shawnee Hills

WISCONSIN

Madison
Professor Williams L. Sachse, '
1105 Waban Hill
Milwaukee
Robert A. Uihlein, Jr., '34
235 West Galena St.
Racine
John H. Batten, 3d, '31
Twin Disc Clutch Co.
1328 Racine St.

WYOMING

Casper
J. A. Padon, Jr., '39
P. O. Box 153
Story
Maurice Leon, Jr., '42
Box 6

BERMUDA

Hamilton
Hugh C. Masters, '40
Box 139

BRAZIL

Sao Paulo

John R. Thompson, '41
Industria de Pneumaticos
Firestone S. A.
Caixa Postal 8177

BRITISH CROWN COLONY

Hong Kong

Kenneth K. Chun, '44
4/4 A Des Voex Rd., Central
Malayan Insurance Co.

CANAL ZONE

Balboa

Robert J. Boyd, Jr., '48
Box 2013

COLOMBIA

Bogota

William Adams, III, '44
First Nat'l City Bank of New York
Apartado Aereo No. 4134

ENGLAND

London

Laurence W. M. Viney, '38
44 Great Queen St., W.C. 2

FRANCE

Paris

Charles C. de Limur, '40
Bankers Trust Co.
16 Place Vendome

Seine et Oise

Patrick G. Nollet, '51
28 Rue des Sablons
La Celle Saint Cloud

GERMANY

Duesseldorf

Arthur L. Kelly, '55
Cecilien Allee 80

GUATEMALA

Guatemala City

John L. Whitbeck, '40
Apartado Postal 15-A

ITALY

Rome

Emory Basford
via Metro Paola Rubens 21

MEXICO

Mexico City

Samuel C. Dysart, Jr., '46
Goldsmith 27-8

PHILIPPINES

Manila

C. Parsons, '41
Box 886

PUERTO RICO

Bayamon

Guillermo E. Gonzalez, Jr., '50
Hastings BA-9, Extension
Garden Hills

San Juan

Ricardo A. Gonzales, '53
Box 2272

SOUTH AFRICA

Selby, Johannesburg

C. Andrew Kaiser, '45
General Electric Bldg.

THAILAND

Bangkok

Piya Chakkaphak
572/1 Phasuk Lane

VENEZUELA

Caracas

Alberto J. Vollmer, '42
Edf. Polar-piso 13
Plaza Venezuela

VIRGIN ISLANDS

St. Croix

Frank L. Luce, '27
54 King St.
Christiansted

St. Thomas

George A. Ball, '49
Quick-Pics, Inc.
30 Main St.

STUDENTS—1965-1966

GEOGRAPHICAL REPRESENTATION

Alabama	7	Nebraska	3	Bahamas	1
Arizona	4	New Mexico	1	Bermuda	2
Arkansas	2	New Hampshire	6	Brazil	3
California	30	New Jersey	48	Canada	6
Colorado	7	New York	117	Colombia	1
Connecticut	82	North Carolina	15	El Salvador	2
Delaware	4	North Dakota	2	Germany	3
District of Columbia	9	Ohio	29	India	1
Florida	18	Oklahoma	2	Iran	1
Georgia	3	Oregon	2	Italy	1
Hawaii	1	Pennsylvania	29	Japan	
Illinois	17	Rhode Island	11	Korea	1
Indiana	4	South Carolina	4	Mexico	
Iowa	15	Tennessee	7	Pakistan	
Kentucky	2	Texas	18	Puerto Rico	
Louisiana	3	Utah	4	Spain	
Maine	19	Vermont	5	Sweden	
Maryland	13	Virginia	12	Thailand	
Massachusetts	214	Washington	5	Turkey	
Michigan	11	West Virginia	1	Venezuela	
Minnesota	12	Wisconsin	5	Virgin Islands	
Mississippi	3	Wyoming	3	West Indies	
Missouri	6	Africa	2		
Montana	2	Australia	1	Total	86

CLASSIFICATION

257 Seniors
245 Upper Middlers
229 Lower Middlers
132 Juniors

794 Boarding Students
69 Day Students

863 Total Students

A

S Abbott, Andrew Delano
Sherborn, Mass.
L Abbott, Ernest Bennett
Medford, Mass.
S Abernethy, John Lloyd, Jr.
Charlotte, N. C.
L Adams, Michael Frank
Camden 3, N. J.
U Adams, Milton Bernard, Jr.
Shaw AFB, S. C.
S Adler, Edward Andrew Koeppel
Kings Point, L. I., N. Y.
S Ahrens, Gary Andrew
Boone, Iowa
S Alden, John Malcolm, Jr.
Atherton, Calif.
U Allan, Peter Neal
Pascagoula, Miss.
L Allen, Ernest Marvin, III
Chapel Hill, N. C.
S Allen, Frederick Lewis, III
Bronxville, N. Y.
U Allen, Henry Randall
Watertown, Conn.

Allen, Hoyt Eaves, Jr.
Westport, Conn.
Allen, Mark Batchelor
Mill Valley, Calif.
Allen, Thomas Cleaveland
Beverly, Mass.
Almquist, Eric Lucien
Valentine, Neb.
J Alofsin, Anthony Michael
Memphis, Tenn.
J Alsina, John Charles
Rochester, N. Y.
Anderson, Brandt Charles
Hyannis Port, Mass.
J Anderson, David Groves
Akron, Ohio
J Anderson, Peter Gunard
Naugatuck, Conn.
Anderson, Robert Gardner, Jr.
Chicago, Ill.
Andrews, Duncan Trumbull
Alexandria, Va.

U Angelosante, Michael
Old Orchard Beach, Me.
U Apitz, Christopher Lee
Morris, Minn.
S Arabie, Clay Phipps
Kingsport, Tenn.
L Armstrong, Rex Edwin
Portland, Ore.
U Arnold, David Bullard, III
Concord, Mass.
U Arnold, Robert Hall
Arlington, Va.
U Asher, James Michael
Leominster, Mass.
J Ashley, Craig Stanley
Syracuse, N. Y.
U Atkinson, Edward Page
Boston, Mass.
J Ause, John Marshall
Harmony, Minn.

B

J Bacalao, Enrique
Caracas, Venezuela
J Backman, Daniel Gustav
North Reading, Mass.
Bacon, Carter Smith, Jr.
Hyannis Port, Mass.
Badman, Lawrence Scott
Riverside, Conn.
Bagan, Kenneth Jay
Chicago, Ill.
Baird, Gordon Prentiss
New York, N. Y.
J Baird, Jonathan Raymond
New York, N. Y.
S Bakalar, John Stephen
Swampscott, Mass.
S Baker, Warren von Credo
Princeton, N. J.
L Banfield, Michael Judd
Kailua, Oahu, Hawaii
L Barber, Charles Bradford
Greenwich, Conn.
L Barclay, John Whitney
New Haven, Conn.
S Barringer, William Henry
Washington, D. C.
S Basile, Alfred Charles
Haverhill, Mass.
U Bassett, John Bruce
Cos Cob, Conn.
U Beardsley, Jeffry Sumner
Elkhart, Ind.
J Beck, Gordon Morison
Canton, Mass.

S Becker, Joseph Michael
Borger, Tex.
S Belida, Alexander James, Jr.
North Tewksbury, Mass.
U Belzner, William Duane
Provo, Utah
J Bennett, Charles Faulkner
New York, N. Y.
S Bennett, Daniel Gates
Menlo Park, Calif.
J Benson, Robert Granger, III
New York, N. Y.
U Berg, Brian Gunder
Cavalier, N. D.
S Berg, Edward Henry, Jr.
Newark, Del.
U Berlow, Bruce Alfred
Bethesda, Md.
J Bernardin, Richard Louis
Lawrence, Mass.
S Best, Eric Prentice
Dunstable, Mass.
U Bidwell, John, Jr.
Greenville, S. C.
U Bigelow, Franklin Thomas, Jr.
Carpinteria, Calif.
L Billings, George Harrington
Falmouth, Mass.
S Billings, Roger Frank
Falmouth, Mass.
U Bird, James Raymond, Jr.
Plainfield, N. J.
L Blacher, Steven Mark
Stamford, Conn.

U Black, Preston Robert
Scranton, Pa.
L Blake, Kenneth Braden, Jr.
Murrysville, Pa.
U Blakeslee, Guy Farlow
Palm Beach, Fla.
J Blakeslee, Steven Walton
Palm Beach, Fla.
L Blau, James Gordon
Erie, Pa.
U Bloom, David Allen
Lawrence, Mass.
U Bloombergh, John Hollis, Jr.
Rockport, Mass.
J Bluhm, Jeremy Scott
Kingston, Mass.
S Bolyai, John Zoltan
Fall River, Mass.
S Borgstrom, Howard Gustave
Alexandria, Va.
L Bossany, Robert John
Chetek, Wis.
U Bostian, William Jolliffe
Richmond, Va.
S Bottonari, Kenneth Charles
Pittsburgh, Pa.
S Bowler, Daniel Richards
Annapolis, Md.
L Boyle, John Lennox
Concord, Mass.
L Boynton, Carter Reid
Stockbridge, Mass.
U Bradley, Michael Allen
Blackstone, Mass.
J Brainerd, Samuel Thompson
Billerica, Mass.
S Brand, Peter Schuyler
Washington, D. C.
S Brewster, Walter Rice, Jr.
New York, N. Y.
J Bro, Per Bjarne
Andover, Mass.
J Brockie, Edward Simmons, III
Englewood, N. J.
L Brown, Paul Brooks
Andover, Mass.
U Brown, Paul Cameron
North Kingstown, R. I.
U Brown, Stephen Dennis
Wellesley Hills, Mass.
U Brown, Stephen Gardner
Sahuarita, Ariz.
S Browne, Robert Mallory
Louisville, Ky.
U Bruce, Greg
Sheridan, Wyo.
U Brush, Bartlett Marks
Oneonta, N. Y.
L Buchanan, John Grier, III
Sewickley, Pa.
S Buchin, Peter Jay
Forest Hills, N. Y.
U Buhler, Roman Paltenghe
Harrison, N. Y.
U Burdick, Winfield Newton, III
Northfield, Ill.
L Burke, Christopher James
New York, N. Y.
S Burke, Stephen Johnson
Far Hills, N. J.
U Burns, Richard Randolph
Marblehead, Mass.
U Butte, John McMurray
Austin, Tex.
L Buttenfield, Philip Martin Pfeil
Pittsburgh, Pa.
U Byers, Robert Kern, Jr.
Gilroy, Calif.

C

J Cadogan, Stephen John
North Andover, Mass.
S Caffrey, Augustine Joseph, III
Andover, Mass.
J Cagan, Richard Dennis
Florence, S. C.
L Cambal, Dennis Hayden
Waltham, Mass.
U Cameron, Dennis Scott
Charlotte, N. C.
S Campbell, Robert Johnson
Andover, Mass.
L Carr, John Henry, Jr.
Salem, Mass.
S Casey, Richard Andrew, Jr.
North Andover, Mass.
S Cassel, Douglass Watts, Jr.
Timonium, Md.
U Chamberlin, Fletcher Coleman, Jr.
Sherborn, Mass.
L Chang, Patrick St. Clair
New York, N. Y.
L Chang, Rowland Waton
Youngstown, Ohio
L Chapin, Edward King
Manchester, Conn.
L Chapman, Donald Redding
New Canaan, Conn.
S Cheng, Chosen Tien-chung
Marietta, Ohio
U Cheng, DeWitt Tien-wei
Marietta, Ohio

L Chickering, John Cowee
Wilmington, Del.
S Chimento, George Louis
Westerly, R. I.
J Chofnas, Eric Steven
Oteen, N. C.
U Clapp, John Thayer
Seoul, Korea
L Clark, Allan Douglas Parker
Chelmsford, Mass.
S Clift, William Biggs, III
Andover, Mass.
J Cline, William Whittenburg
Amarillo, Tex.
L Clinton, Philip Leslie
Andover, Mass.
U Coburn, Stephen Campbell
Bedford, N. Y.
U Cohan, Robert David
Worcester, Mass.
L Cohen, Rip
Millburn, N. J.
U Cohen, Todd
Millburn, N. J.
U Coit, Daniel Grosvenor
Washington, Conn.
S Colby, Alexander MacGregor
West Boxford, Mass.
J Colby, Seth Bartholomew
Oyster Bay, L. I., N. Y.
U Coleman, Edward Francis
Andover, Mass.
S Coleman, John Michael
Memphis, Tenn.
U Collier, Charles Whitney
Wellesley, Mass.
U Combs, Craig Skidmore
Eatontown, N. J.
L Comstock, Lyndon Brent
North Muskegon, Mich.
S Conant, Jonathan Brewster
West Newton, Mass.
S Conlin, Robert Thomas
Whittier, Calif.
L Conway, John Patrick, Jr.
Whitehaven, Tenn.
L Coon, William Putnam
Washington, D. C.
S Cooney, John Fontana
Nashville, Tenn.

J Copeland, Craig Scott
Kensington, Md.
L Copley, Michael Clifton
La Jolla, Calif.
J Corcoran, Robert Patrick
Cambridge, Mass.
S Corcoran, William Joseph, Jr.
Cambridge, Mass.
S Cotton, John Maurice
New York, N. Y.
S Cowan, Spencer Morris, Jr.
Concord, Mass.
L Craft, Samuel Colvin, III
Menomonee Falls, Wis.
J Crawford, Blake Lawrence
Wilmington, Del.
S Crichton, Douglas Christopher
New Canaan, Conn.
L Crock, Stanley Miles
New Bedford, Mass.
J Cronin, Anthony Guthrie
New York, N. Y.
U Cross, Norman Campbell, Jr.
Lunenburg, Mass.
L Crowley, Roland Vincent
Lowell, Mass.
U Cunningham, Andrew Francis
Kensington, Md.
U Cunningham, Daniel Paul
Cincinnati, Ohio
J Cunningham, James Archibald
Kensington, Md.
S Cunningham, Stephen Robert
Cincinnati, Ohio
J Cunningham, Thomas Allen
Portland, Ore.
S Curran, Bruce Hammill
Scottsdale, Ariz.
S Currier, Michael Paul
Fort Kent, Me.
L Currier, Scott Huntington
Andover, Mass.
S Curtiss, William Hanford, III
Woodside, Calif.
U Cuthbertson, John Ponton
Boxford, Mass.
L Czarnecki, John Jacob
Reading, Pa.

D

U Dailey, William Jonathan
Leonia, N. J.
L Daly, Martin William, Jr.
Andover, Mass.
U Davis, Andre Maurice
Baltimore, Md.

U Davis, Churchward, Jr.
Pittsfield, Mass.
S Davis, Geoffrey Barker
Providence, R. I.
S Davis, William Michael
Northville, Mich.

J	Davison, Edward Benson	Flint, Mich.
J	Dawson, Alan Douglas	Lawrence, Mass.
S	Dawson, Richard Kenneth	Lawrence, Mass.
S	Dawson, William Lockhart, Jr.	Arlington, Va.
U	DeAngelis, Paul Thomas	New York, N. Y.
S	DeChellis, Joseph John	Mattapan, Mass.
S	Deck, Raymond Henry, Jr.	Andover, Mass.
L	DeFelice, Harold Louis, Jr.	New Haven, Conn.
S	Delaney, Richard Francis	Walpole, Mass.
U	Dembski, Stephen Michael	Reading, Mass.
L	Deming, Ellsworth Huntington	Hamden, Conn.
L	Denger, Timothy Eugene	Xenia, Ohio
L	Des Roches, Daniel Scott	Andover, Mass.
U	Deutsch, Nicholas Arthur	Cambridge, Mass.
L	Devereux, Edward Rickert, Jr.	Ponte Vedra Beach, Fla.
S	Diamond, Norman George	Waterloo, Iowa
J	Dickson, Daniel Hugh	Miami Shores, Fla.
L	Dodd, Douglas Van Everen	Andover, Mass.
L	Doe, Lawrence Conant	Harvard, Mass.
J	Donahue, Douglas Aidan, Jr.	Norwell, Mass.
J	Donovan, Charles Stephen	Wakefield, Mass.
U	Doran, John Joseph	Wellesley, Mass.
U	Dorn, William Leary	Houston, Tex.
L	Douglas, Eric Frost	Glendora, Calif.
S	Duffy, Robert Franklin	New York, N. Y.
L	DuMez, Richard Alan, Jr.	Schenectady, N. Y.
L	Dunbar, Theodore David	Syracuse, N. Y.
U	Duncan, Robert Ames	Baltimore, Md.
U	Dunham, Carroll, Jr.	Old Lyme, Conn.
L	Dupont, Jules St. Martin, Jr.	Houma, La.
L	Durant, Peter Montgomery	Hanover, N. H.
U	Dyer, Charles Herbert	Haverhill, Mass.
U	Dyer, John Brent	Bangor, Me.

E

S	Eakland, William Lyon	Rye, N. Y.
L	Eaton, Jonathan Williams	New York, N. Y.
U	Eaton, Theodore Hambleton	Grosse Pointe, Mich.
J	Ebner, Michael Joseph	Providence, R. I.
U	Eckhardt, Robert Campbell	Gibsonia, Pa.
S	Eddy, Lee Chickering	Wheaton, Ill.
L	Edmundson, Stephen Taylor	Darien, Conn.
S	Edwards, Leland Stanford	Seattle, Wash.
S	Ehrhart, Robert Henry	Orleans, Mass.
L	Ehrlich, Frank Chapman	Kansas City, Mo.
S	Eichleay, George Frederick	Pittsburgh, Pa.
J	Elder, William Scott, III	Fairfield, Conn.
L	Eller, Gary Steven	Charlotte, N. C.
U	Ellis, Alexander, III	Concord, Mass.
S	Ellison, Jonathan David	Falls Village, Conn.
U	Engvall, David Melville	Dublin, N. H.
J	Ensor, David Burnham	Washington, D. C.
L	Ermer, Curtis Arthur	Andover, Mass.
S	Erskine, John Emerson, Jr.	Racine, Wis.
U	Escoruela, Andres Joseph	Forest Hills Gardens, L. I., N Y
L	Evans, Peter Seelye	Demarest, N. J.
L	Everett, Davis Burton	Excelsior, Minn.

F

Fabiani, James Parnham
Westport, Conn.
Fairbairn, J. Randall
New York, N. Y.
Farley, David Wells
Harvard, Mass.
Farnam, James Berwick
Wallingford, Conn.
Farrah, Albert Louis, Jr.
Methuen, Mass.
Farrell, Michael O.
Salisbury, Mass.
Feldman, James Samuel
Waban, Mass.
Feldman, Theodore Sherman
Waban, Mass.
Fessenden, James Southwick
Brigham City, Utah
Field, Arthur Maxwell, III
Richmond, Va.
Fine, Valentine Bliss
Clarks Summit, Pa.
Fink, James Allan
Jackson, Minn.
Fishman, Kenneth Harris
St. Thomas, Virgin Islands
Flad, Ward Beecher
Youngstown, Ohio

L Fleming, David Andrew
Chatham, N. J.
S Fletcher, Michael Anthony
West Windham, N. H.
U Florenz, Paul Andrew
Methuen, Mass.
S Flowers, James Farrand
Houston, Tex.
L Forsyth, Scott Allen
Webster, N. Y.
U Fraker, Ford McKinstry
Princeton, N. J.
L Francesco, Steven Anthony
Beverly Farms, Mass.
S Franchot, Peter Van Rensselaer
New York, N. Y.
L Freedman, Robert Morris
Natick, Mass.
U Freeman, Douglas Southall, II
New York, N. Y.
S Freeman, Gordon Leslie, Jr.
North Andover, Mass.
U Friedman, Michael Alan
Charleston, Mo.
J Funkhouser, David Kristen
Concord, Mass.
Greenwich, Conn.
U Funston, George Keith, Jr.

G

Gadsden, James Philip
Pelham, N. Y.
Gadsden, Thomas Parker
Short Hills, N. J.
Gaffny, John Joseph, III
North Andover, Mass.
Gage, Robert Bruce
Closter, N. J.
Galpin, Amos
New Haven, Conn.
Ganem, Donald Emil
Methuen, Mass.
Gardner, Ellis Benjamin, III
Darien, Conn.
Gardner, Kevin Owen
Hopkinton, N. H.
Gardner, Robert Abbe, III
Lake Forest, Ill.
Gardner, Steven Hedden
Weston, Mass.
Garner, William Vaughan
Richmond, Va.
Garten, Allan Michael
Tampa, Fla.

L Gaskins, George Decker
Belem, Para, Brazil, S. A.
L Gates, Donald Robert
Des Moines, Iowa
U Gates, Frederick Taylor, III
Nassau, Bahamas
L Gegenheimer, Peter Albert
Tucson, Ariz.
S Geiger, Martin Alan
Harrison, N. Y.
J Gelb, Lawrence Nason
New York, N. Y.
S Gerber, David Frederick, II
Middletown, Ohio
S Gibbs, George Geoffrey
Billings, Mont.
U Giles, James David
Oklahoma City, Okla.
J Glenn, Bruce Owen
Arvada, Colo.
U Glenn, Carvel Wayne
Greenwich, Conn.
L Goddard, Daniel Convers
Westmount, P. Q., Canada

S Goldin, David Alan
Greenport, L. I., N. Y.
S Goldman, Daniel Franko
Katonah, N. Y.
S Goldstein, David Stanley
Newark, N. J.
L Gonzalez, Carlos Alberto
Santurce, Puerto Rico
S Gonzalez, Fernando Luis
Guaynabo, Puerto Rico
J Gonzalez, Roberto
Santurce, Puerto Rico
U Goodspeed, Norwick Beauford Houston
Fairfield, Conn.
U Gould, Willard Joseph, III
Branford, Conn.
U Grafton, Anthony Thomas
New York, N. Y.
L Green, Benjamin Paul
Rochester, N. Y.
U Griffith, Cornelius Lavern
Evansville, Ind.
J Griggs, Douglas Steven
Melrose, Mass.
S Grillo, James Francis
Andover, Mass.
J Grillo, John Michael
Andover, Mass.
J Gross, Henry Robert
Palatine, Ill.
J Gruber, Benjamin Aaron
Salem, N. H.
L Gruner, Robert Barnet
New York, N. Y.
L Gudorf, Scott Norman
Dayton, Ohio
S Gurry, Christopher Jude
Andover, Mass.

H

U Haley, Mark Layton
Andover, Mass.
L Hall, James Gilbert, II
Short Hills, N. J.
L Hall, Oakley Maxwell, III
Olympic Valley, Calif.
L Hall, Russell Bruce
Fort Hood, Tex.
L Hament, John Maxwell
Maxwell Air Force Base, Ala.
U Hammond, William Edward
Greenwich, Conn.
U Hand, Clark William
Andover, Mass.
U Hanley, John Weller, Jr.
Cincinnati, Ohio
L Hansen, Jeffrey Bayard
New Canaan, Conn.
S Hanson, David Taverner
Billings, Mont.
L Harman, James Langmuir
Rowayton, Conn.
U Harness, Edward Granville, Jr.
Cincinnati, Ohio
J Harper, Stephen Henry
Irvington, N. Y.
U Harris, Alexander Eisemann
Atlanta, Ga.
S Harris, Arthur, III
Atlanta, Ga.
L Harris, Charles Clements, Jr.
Sewell, N. J.
S Harris, Gerald David
Charlottetown, P. E. I., Canada
U Harrison, Charles Maxwell
Santa Fe, N. M.
L Harrison, Richard Granville
Darien, Conn.
L Hart, Henry Ashton
Bethesda, Md.
L Hart, Robert Mayes, Jr.
New Canaan, Conn.
L Harward, Vernon Judson, III
Northampton, Mass.
U Hausberg, Mark
Cincinnati, Ohio
S Haviland, David William
Montclair, N. J.
L Hawkins, John Richard, III
River Edge, N. J.
J Hawkins, Peter Gregory
River Edge, N. J.
S Hayes, James Stoddard, Jr.
Lancaster, Pa.
S Healey, Raymond Francis, Jr.
Upper Montclair, N. J.
L Healey, Todd Stephen
Upper Montclair, N. J.
L Hearey, Bruce Gerard
Oaklyn, N. J.
J Hearty, James Bowe
Marblehead, Mass.
U Heber, Justin Garland
Green Lake, Me.
L Heifetz, Irvin Neil
Andover, Mass.
S Hemenway, Andrew Maine
Northford, Conn.
J Henning, Cameron Hunt
New Haven, Conn.
J Henningsen, Victor William, III
Pelham Manor, N. Y.

Hertz, Paul Richard
Springfield, Ohio
Hibbard, Foster Leonard, Jr.
San Francisco, Calif.
Higby, Lawrence Harris, Jr.
Lander, Wyo.
Hildebrandt, Andrew Wayne
Lawrence, Mass.
Hilley, John Lee
Bedford, Mass.
Hilsman, Hoyt Roger
New York, N. Y.
Hinman, Richard Guild
Andover, Mass.
Hodge, Ian Gordon, Jr.
Lancaster, Pa.
Hogen, Charles Robert, Jr.
Chappaqua, N. Y.
Holkins, John McGarry
Howell, Mich.

U Holland, Baxter Clay
Greenwich, Conn.
J Hooker, Jonathan Bakewell
Guilford, Conn.
L Hopkins, Brian James
Rome, N. Y.
J Hosken, John Michael
Lexington, Mass.
S Hudak, Raymond John
Pittsburgh, Pa.
L Hughes, Bruce Allan
Swampscott, Mass.
S Hughes, David Evan
San Salvador, El Salvador, C. A.
U Huntington, David Champion
Troy, N. Y.
U Hutchison, Robert Alan
Carlisle, Iowa

I

Ide, George Everett
Vestal, N. Y.
Ireland, Thomas Ellis
New York, N. Y.

L Irwin, Michael James
New Virginia, Iowa
U Ives, Alexander Frank
New York, N. Y.

J

Jackson, Clifton Edward, Jr.
Lynnfield, Mass.
Jackson, Gary Beggs
Hot Springs, Ark.
Jackson, Thomas Humphrey
Kalamazoo, Mich.
Jacobson, John Frederick, Jr.
Saddle River, N. J.
Jensen, Frode, III
Riverdale, N. Y.
Johanson, David Owen
Wellesley, Mass.
Johnson, David Clayton, III
Brooklyn, N. Y.
Johnson, Gary Russell
Andover, Mass.
Johnson, John William, III
Langdale, Ala.

U Johnson, Mark Peter
Andover, Mass.
S Johnson, Maurice Carl, III
Winnetka, Ill.
U Johnston, William Elliott
Jackson, Miss.
L Jones, Christopher Bentley
Andover, Mass.
S Jones, Eric Wilkins
Andover, Mass.
U Jones, Stephen Brewster
Brewster, Mass.
J Jones, William Pickering, Jr.
Darien, Conn.
S Jonnes, Denis
New York, N. Y.
L Joseph, Jean Paul
San Salvador, El Salvador, C. A.

K

U Kahn, Joseph Plaut
Scarborough, N. Y.
L Kaiser, Julian Stevens, Jr.
Andover, Mass.
S Kapur, Dilip
Pondichery-2, South India
U Kaufman, Mark Leslie
Lawrence, Mass.

L Kefferston, Robert Dick, II
Andover, Mass.
J Kelleher, Hugh Richard
Bradford, Mass.
U Keller, Peter Gardner
Chestnut Hill, Mass.
U Kellogg, Stephen Brewster
Weston, Mass.

U Kelsey, Harvey Marion, III
Rye, N. Y.
J Kelsey, James Talcott
Rye, N. Y
L Kelsey, John Lufkin
Toledo, Ohio
J Kemper, Rufus Crosby, III
Kansas City, Mo.
S Kendrick, Edmund Hopkinson, Jr.
Wenham, Mass.
U Kendrick, Melvin Southworth
Wenham, Mass.
L Kenney, Pardon Robert
Andover, Mass.
J Kent, Daniel Leonard
Andover, Mass.
S Keppelman, Christopher May
Litchfield, Conn.
U Ketch, Lawrence Levant
Denver, Colo.
L Key, Richard Ralph
Chevy Chase, Md.
U Kidd, Lawrence Graves
Andover, Mass.
L Kidde, Thomas Sloan
Pasadena, Calif.
S Kinsolving, Thomas Bruce
New York, N. Y.
S Kirk, Selden Thayer
Old Greenwich, Conn.
L Kirkpatrick, William Alexander, Jr.
Carnegie, Pa.
S Kitendaugh, James Glanville
Greenwich, Conn.
J Kittredge, Charles James, III
Boxford, Mass.
S Klein, Francis Charles
New York, N. Y.
L Koch, Daniel S.
Little Neck, N. Y.
U Koch, James Paul
Larchmont, N. Y.
L Kogut, James Henry
Woonsocket, R. I.
L Kohler, Ted Raney
Marion, Ohio
L Konecky, Sean
New York, N. Y.
L Krier, Kenneth Daniel
Canton, Ohio
S Krinsky, Michael Mayer
New London, Conn.
S Kritzer, Robert Benjamin
Brooklyn, N. Y.
J Kroescher, Thomas Ralph
Salt Lake City, Utah
U Kubie, John Latz
Scarsdale, N. Y.
S Kunen, James Simon
Marlboro, Mass.
J Kunen, Peter Daniel
Marlboro, Mass.
U Kurz, James Steward
Springfield, Va.

L

J Landry, Alan Sullivan
Andover, Mass
U Langford, Charles Parmelee
Lindenhurst, L. I., N. Y.
L Lanius, Paul Baxter, III
New York, N. Y.
L Lasater, Ike Kampmann
Falfurrias, Tex.
S Latvis, Joseph Michael
Lawrence, Mass.
L Latvis, Paul Peter
Lawrence, Mass.
L Laurier, Robert Carl
St. Lambert, P. Q., Canada
S Lawrence, Guy Bedell
Stamford, Conn.
U Lawrence, Randolph Thomas
Pound Ridge, N. Y.
J Layton, Charles Lewis
New York, N. Y.
J Leavitt, David Lobell
Hanover, Pa.
U Lee, Elwyn Cornelius
Houston, Tex.
U Lee, James Hammon
Wichita Falls, Tex.
S Leete, Kevin John
Andover, Mass.
J LeGendre, Stephen Mark
Andover, Mass.
U Leinwand, Ira Jay
Manhasset, L. I., N. Y.
S Lemkin, Jeffrey David
Lowell, Mass.
L Lemkin, Michael Bruce
Lowell, Mass.
S Leone, John Joseph
South San Gabriel, Calif.
J Levin, Fredric Winstan
Norwich, Conn.
U Lewis, Rodney Eldon
Gibbon, Minn.
S Liang, Li-Shiang
Bogota, Colombia, S. A.
L Libby, Irve Lewis, Jr.
Westport, Conn.
L Liberman, Michael Charles
Mansfield Center, Conn.

J Lightfoote, Johnson Benjamin
Tuskegee, Ala.
S Lincoln, Loring Bills, Jr.
Swampscott, Mass.
L Lindley, Charles Robert Denver
New York, N. Y.
U Lisberger, Stephen Gates
Ithaca, N. Y.
S Littlefield, William Emery, Jr.
Upper Montclair, N. J.
S Liu, Thomas Wang
Dayton, Ohio
L Logan, Richard Dougherty, III
Glendale, Ohio
U Logsdon, Mark Joseph
Savannah, Ga.
J Louie, Eric Kuo-wei
Chicago, Ill.
S Lowe, Frederick William, III
Manchester, Conn.
S Lowell, Peter Tappin
Bridgton, Me.
S Lowell, Roger Wells
Bridgton, Me.
S Lower, John Wilson
Dobbs Ferry, N. Y.
U Lucas, John Edward
York, Me.
U Lucas, William Charles
Scarsdale, N. Y.
S Ludden, David Ellsworth
Chappaqua, N. Y.
J Lux, Richard Alan
Andover, Mass.
L Lynch, Dana Hoyt
Jackson, Miss.
S Lynn, Christopher Gardiner
Los Gatos, Calif.
U Lytle, Jesse Stewart
Birmingham, Ala

M

J McAvity, Thomas Malcolm
Birmingham, Ala.
J McBee, Coles Hunter
Andover, Mass.
U McCarthy, Stephen Joseph
Marblehead, Mass.
S McEvoy, Earl Edward, Jr.
Rye, N. Y.
L McGar, Bruce Schuyler
West Colesville, N. Y.
U McGill, John Landell
East Providence, R. I.
L MacGuire, Donald Cameron
Montgomery, Ala.
S MacGuire, Osborne Rainer
Montgomery, Ala.
S McKibben, Timothy Pence
Grinnell, Iowa
S McLean, John Alan
Brookline, Mass.
L McLean, Kevin Dorrance
Greenville, Del.
S McMullen, Kelly André
Somerset, N. J.
L McNealey, Roderick Marshall
Chicago, Ill.
U MacNelly, James Bruce
Cedarhurst, L. I., N. Y.
S McTernen, Malcolm Bodwell, III
Peoria, Ill.
J McVicar, Dwight Morgan
Bedford, N. Y.
S McWilliams, Andrew Alfred Reeves
Bloomfield, N. J.
U Mahoney, Haynes Richardson, III
Jacksonville, Fla.
J Mahoney, Patrick Jeremy
White Plains, N. Y.
S Major, James Williamson, Jr.
Willimantic, Conn.
S Maksymenko, Victor
Jakobsberg, Sweden
U Malick, Daniel Franklin
Monroeville, Pa.
J Malick, John David
Monroeville, Pa.
S Mar, James Christopher
Lincoln, Mass.
S Maranzana, Louis
Hollywood, Fla.
S Marichal, Carlos
Cambridge, Mass.
U Marichal, Miguel
Cambridge, Mass.
L Markley, Herbert James
North Canton, Ohio
U Marks, Standish Backus
Grosse Pointe Shores, Mich.
L Marshall, Courtney Allen
Machias, Me.
J Marshman, David McGill
Darien, Conn.
S Martin, James Stuart
Burlington, Vt.
L Martz, Robert Graham
Boulder, Colo.
U Masters, James Henry Peniston
Pembroke, Bermuda
U Matthews, Paul Chandler, III
St. James, N. Y.
S Maxon, Earl Halbert
El Paso, Tex.

U Mears, William Sargeant
Litchfield, Conn.
U Melamed, Jeffrey Stephen
Binghamton, N. Y.
U Melendy, Robert Gordon, Jr.
New Haven, Conn.
L Meller, Gary Chester
Mt. Kisco, N. Y.
U Mendenhall, John Talcott, Jr.
Madison, Wis.
U Menocal, Lius, III
Mexico, D. F., Mexico
S Miller, Bryan Griffin
Andover, Mass.
U Miller, Marshall Burns, Jr.
San Antonio, Tex.
S Miller, Peter Paul, III
Swarthmore, Pa.
S Miller, Robert Craig, Jr.
Charlotte, N. C.
S Miller, Samuel Ray
Miami Beach, Fla.
J Miller, Winlock William
Seattle, Wash.
U Miner, Frank Courtright, Jr.
Rockford, Ill.
U Mintkeski, Walter Cleverdon
Manhasset, L. I., N. Y.
S Mitchell, Charles DeBeaux
Glen Ridge, N. J.
S Mitchell, Paul Alexander
Stamford, Conn.
S Molé, Matthew Cartwright
Summit, N. J.
S Mook, David Parker
Tenafly, N. J.
S Moore, Christopher Lee
North Tarrytown, N. Y.
U Moore, James Daniel, Jr.
New York, N. Y.
U Moore, John Baker
Wheaton, Ill.
U Moore, Joseph Fitzgerald
Pasadena, Calif.
L Moravec, Francis Joseph
Tuxedo Park, N. Y.
J Morey, John Hope, Jr.
Frostburg, Md.
S Morgan, Philip Robinson
Shrewsbury, Mass.
L Moriarty, John James
Andover, Mass.
S Morrill, William Henderson
Barrington, R. I.
U Morris, Sidney Brock
Pittsburgh, Pa.
S Morse, Jonathan
Bedford, N. Y.
J Morton, Allen Salisbury
Casper, Wyo.
L Moseley, Thaddeus Maury
Jacksonville, Fla.
L Motley, Christopher Preble
Davis, Calif.
L Moulin, Albert Edward, III
New Orleans, La.
U Muhs, Peter LeBreton
Pebble Beach, Calif.
S Mulley, Albert George, Jr.
Wilmington, Mass.
S Munroe, James Granger
Andover, Mass.
J Murphy, James B., II
New York, N. Y.
S Myers, Douglas Lee
Greenwich, Conn.
U Myers, Gregory Bruce
Ottumwa, Iowa

N

L Nadel, James Oliver
Silver Spring, Md.
U Neal, Albert Malone, Jr.
Marion, N. C.
S Neill, Donald Montgomery
Ogunquit, Me.
L Nelson, Paul Michael
Des Moines, Iowa
U Nelson, Phillip Lloyd
Grand Marias, Minn.
U Nettleton, John Scott
Fort Collins, Colo.
S Nevius, George Booker
Red Bank, N. J.
J Newburger, Frank Liberman, III
Rydal, Pa.
S Newbury, William Kellogg
Concord, Mass.
S Newcomb, Winthrop Holbrook
Andover, Mass.
S Newhall, William Price, II
Riverside, Conn.
U Newmyer, Arthur Grover, III
Washington, D. C.
U Nierenberg, David Werblin
Chappaqua, N. Y.
U Ninger, Theodore Constant
Clifton Springs, N. Y.
J Nixon, Peter Edward
Kennebunk, Me.
S Noble, Richard Cedric
Jackson, Mich.

Noll, Jan Gray
Springfield, Ill.
Northrup, David Hays, Jr.
Syracuse, N. Y.
Nowara, Andreas Alexander
Canton, Ohio

L Nowell, Frederick Nichols, III
Andover, Mass.
J Nuckolls, Richard James
Chapel Hill, N. C.

O

Ogilvie, Andrew Jones
Ridgefield, Conn.
O'Gorman, Stephen Vincent
Beverly, Mass.
O'Hern, Joseph John
Barnum, Iowa
Oliver, Andrew Arnold
New Orleans, La.
Oller, Arthur Greenleaf
New York, N. Y.
Olney, Peter Butler, III
Andover, Mass.
Olsen, Dwight E. Stephen
Bagley, Minn.
O'Meara, Robert Matthew
Cedar Rapids, Iowa

L O'Neill, Henry Eaton
Granville, Ohio
L Onerheim, Neil Eric
Ottumwa, Iowa
L Oniskor, Alan Philip
Flushing, N. Y.
L O'Rourke, John Thomas
North Tewksbury, Mass.
U Orr, Robert Bird
St. Joseph, Mo.
L Outerbridge, Ira Stuart, III
Pembroke, Bermuda
L Overton, Timothy Merwin, Jr.
Tenafly, N. J.

P

Paez-Aragon, Alejandro
Mexico 10, D. F., Mexico
Paoletti, James Joseph
Hartford, Conn.
Parcells, Steven Jay
Grosse Pointe, Mich.
Park, Bradford Stalker
North Reading, Mass.
Parker, John Albert, Jr.
Pittsburgh, Pa.
Parkes, Jonathan Walker
Littleton, Colo.
Parry, Thomas Hugh
Hamilton, N. Y.
Patton, Charles Riley
Asheville, N. C.
Payne, Douglas Brian
Cedar Grove, N. J.
Perdue, Peter Cushing
Port Washington, N. Y.
Perkins, Arthur James
Dale, Ind.
Perry, Winthrop Scott, II
Weston, Mass.
Pertnoy, Sidney Mark
Miami Beach, Fla.
Peterson, Lee Allen
Old Lyme, Conn.
Peterson, Robert Burnett
Andover, Mass.
Peterson, Woody Norman
Canton, Ohio

J Pfeifle, Harold Franklin
Kingfield, Me.
J Pfeifle, Louis Charles
Kingfield, Me.
S Phelps, Roger David
New York, N. Y.
S Phillips, Charles Gorham, Jr.
Upper Montclair, N. J.
S Pickering, James Stidger
McKnightstown, Pa.
L Pickett, Russell Ames
Milton, Mass.
S Pierpont, Jonathan Ladd
Darien, Conn.
S Pieters, Richard Sawyer, Jr.
Andover, Mass.
U Pike, Nathan Howard
Pipestone, Minn.
U Platz, James Andrew
Auburn, Me.
S Plimpton, Charles Gilbert, III
South Lincoln, Mass.
L Ponti, Joseph Francis
Andover, Mass.
S Porter, David Hill
Wellesley, Mass.
U Post, Michael Adam
Great Neck, N. Y.
S Potter, Barr Blakeslee
St. Joseph, Mo.
S Potter, Thompson Eldridge, Jr.
St. Joseph, Mo.

S Powell, Byron Wendell
Houlton, Me.
L Powell, Daniel Winston
Houlton, Me.
S Powell, Leslie Hugh
LaCrosse, Va.
L Pratt, Robert Tucker
St. John's N. F., Canada
U Prichard, Edward Allen
Versailles, Ky.

U Quarrier, John Vanderbilt
New Canaan, Conn.

S Rafferty, Christopher Lawrence
Farmington, Conn.
U Rainey, Derek Rexton
Port Huron, Mich.
U Ramey, Clayton, Reginald
Norfolk, Va.
J Randazzo, Richard Lee
North Andover, Mass.
S Raurell, Alberto Miguel, Jr.
Miami, Fla.
L Rawson, Christopher Bennett
Riverside, Conn.
L Raymond, Andrew Joseph
Trenton, N. J.
J Read, Richard Rollins, Jr.
Mt. Kisco, N. Y.
J Reddersen, Brad Rawson
Glenview, Ill.
S Redman, Eric
Seattle, Wash.
S Reed, Elliott Williamson, III
Southport, Conn.
S Reed, Mark Honeywell
Wayzata, Minn.
U Reed, Philip Dunham, III
Westfield, N. J.
U Rees, Thomas Dynevor
Andover, Mass.
S Reid, Robert Paul, III
Griffiss AFB, Rome, N. Y.
U Reider, Bruce
Edison, N. J.
S Reisner, Walter Lewis
Allegany, N. Y.
U Remsen, James Vanderbeek, Jr.
Lakewood, Colo.
L Rendleman, Neal James
Dysart, Iowa
L Rice, Robert Blair
Fitchburg, Mass.
J Richardson, Harold Leonard, III
Scarborough-on Hudson, N. Y.

U Priestley, James Russell
Melrose, Mass.
L Proctor, Richard David
Greenwich, Conn.
S Prophet, Douglas Wilson
South Norwalk, Conn.
J Pugh, George Arthur, II
Youngstown, Ohio
L Pullen, Vincent Paul
New Canaan, Conn

Q

L Quinlan, Michael Owen
Andover, Mass.

R

L Richardson, James Powell
Riverside, Conn.
L Richmond, Scott Louis
Malden, Mass.
L Riley, Roger Del
Salinas, Calif.
L Ristuccia, Joel Manuel
Andover, Mass.
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Wallace, Robert Bruce
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PHILLIPS ACADEMY

Andover, Massachusetts

SIGIL. PHILLIP. ACAD. ANDOV. MDCCLXXVIII.
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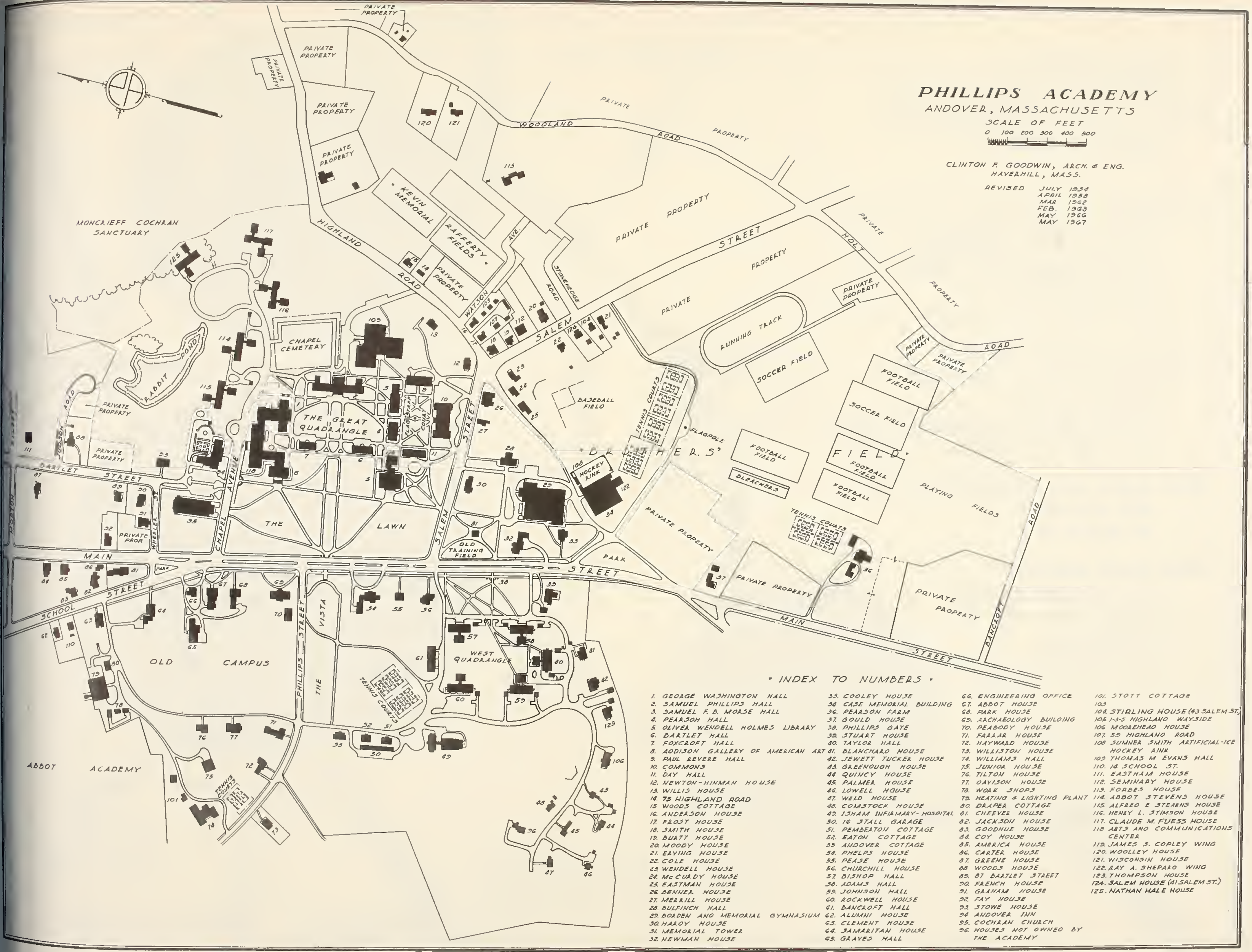
1968

ONE HUNDRED NINETIETH YEAR

Published by Phillips Academy, Andover, Massachusetts


PRIVATE PROPERTY
MONCRIEFF COCHRAN SANCTUARY
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KEVIN MEMORIAL
RAFFERTY FIELDS
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WOODLAND ROAD
WATSON AVE.
STONEHEDGE ROAD
SALEM STREET
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FOOTBALL FIELD
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SCHOOL STREET
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OLD CAMPUS
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BANCROFT ROAD

PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS
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REVISED JULY 1954
APRIL 1958
MAR 1962
FEB. 1963
MAY 1966
MAY 1967

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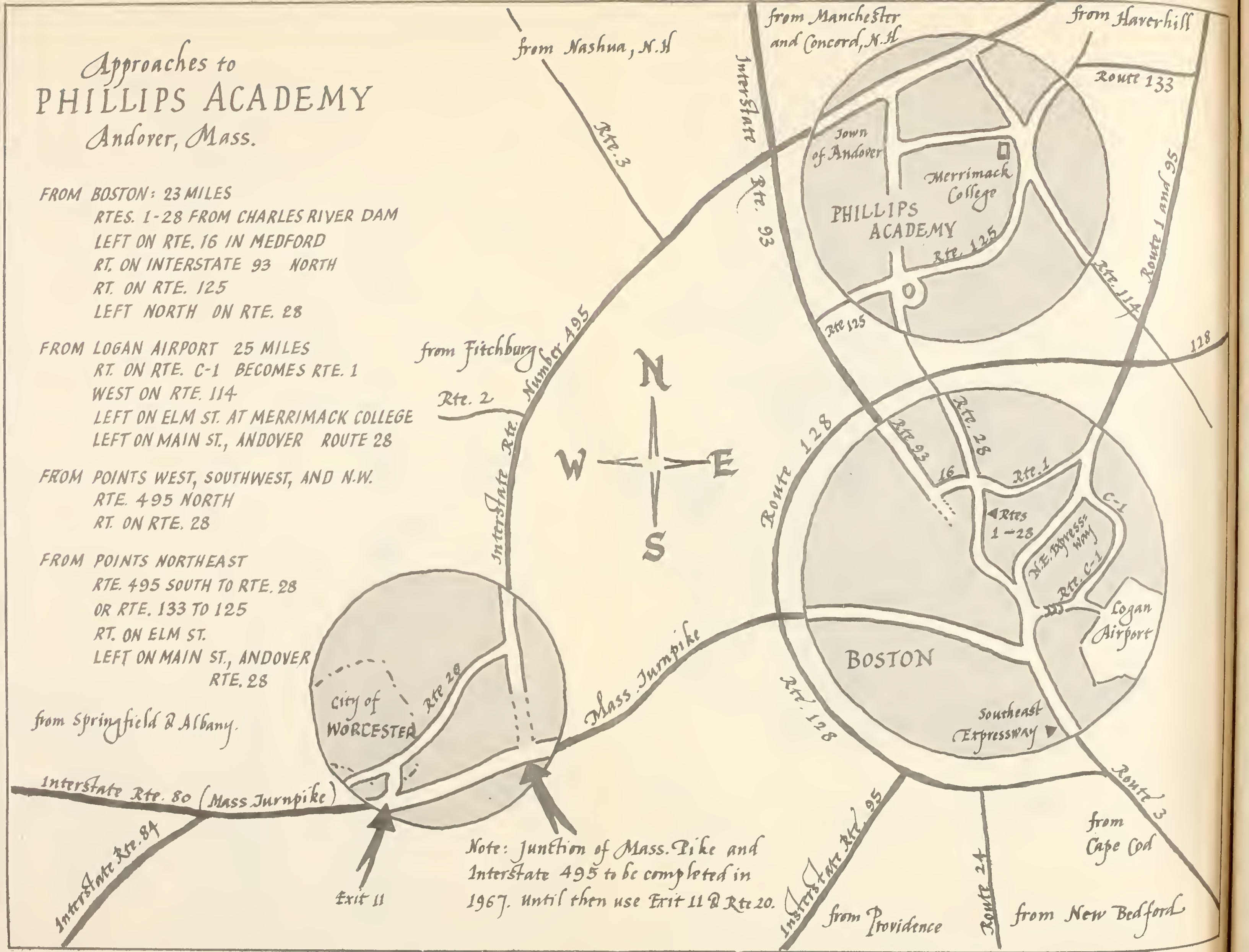
Approaches to
PHILLIPS ACADEMY
Andover, Mass.

FROM BOSTON: 23 MILES
- RTES. 1-28 FROM CHARLES RIVER DAM
- LEFT ON RTE. 16 IN MEDFORD
- RT. ON INTERSTATE 93 NORTH
- RT. ON RTE. 125
- LEFT NORTH ON RTE. 28

FROM LOGAN AIRPORT 25 MILES
- RT. ON RTE. C-1 BECOMES RTE. 1
- WEST ON RTE. 114
- LEFT ON ELM ST. AT MERRIMACK COLLEGE
- LEFT ON MAIN ST., ANDOVER ROUTE 28

FROM POINTS WEST, SOUTHWEST, AND N.W.
- RTE. 495 NORTH
- RT. ON RTE. 28

FROM POINTS NORTHEAST
- RTE. 495 SOUTH TO RTE. 28
- OR RTE. 133 TO 125
- RT. ON ELM ST.
- LEFT ON MAIN ST., ANDOVER RTE. 28


from Nashua, N.H
from Manchester and Concord, N.H
from Haverhill
Route 133
Interstate Rte. 93
Rte. 3
Town of Andover
Merrimack College
PHILLIPS ACADEMY
Rte. 125
Rte 125
Rte. 114
Route 1 and 95
128
from Fitchburg
Interstate Rte. Number 495
Rte. 2
N
W
E
S
Route 128
Rte. 93
Rte. 28
16
Rte. 1
Rtes 1-28
C-1
N.E. Express-way
Rte. C-1
Logan Airport
BOSTON
Southeast Expressway
Rte. 128
Route 3
from Cape Cod
from Springfield & Albany.
City of WORCESTER
Rte 20
Mass. Turnpike
Interstate Rte. 80 (Mass Turnpike)
Interstate Rte. 84
Exit 11
Interstate Rte. 95
from Providence
Route 24
from New Bedford

Note: Junction of Mass. Pike and Interstate 495 to be completed in 1967. Until then use Exit 11 & Rte 20.

CATALOGUE

PHILLIPS ACADEMY

Andover, Massachusetts

1968

ONE HUNDRED NINETIETH YEAR

Published by Phillips Academy, Andover, Massachusetts

1967

SEPTEMBER

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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1969

JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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JULY

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AUGUST

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CALENDAR

SCHOOL YEAR 1967-1968

l term begins	Friday, September 15, 1967
d-term Rating	Wednesday, November 1
ng Thanksgiving weekend	Wednesday, November 22, to 5:00 p.m. on Sunday, November 26
l term ends	Thursday, December 14

Christmas Recess—20 days

nter term begins	8:00 p.m., Wednesday, January 3, 1968
ng weekend	Friday-Sunday, February 9-11
nter term ends	Thursday, March 14

Spring Recess—19 days

ing term begins	8:00 p.m., Tuesday, April 2
ng weekend	Friday-Sunday, May 10-12
minations end	Thursday, June 6
nmencement	Friday, June 7

Summer Session—1968

nmer session begins	Wednesday, June 26
nmer session ends	Thursday, August 8

SCHOOL YEAR—1968-1969

l term begins	Friday, September 20, 1968
l term ends	Thursday, December 19

Christmas Recess—19 days

nter term begins	8:00 p.m., Tuesday, January 7, 1969
nter term ends	Thursday, March 13

Spring Recess—19 days

ing term begins	8:00 p.m., Tuesday, April 1
aminations end	Thursday, June 12
mmencement	Friday, June 13

Summer Session 1969

mmer session begins	Wednesday, July 2
mmer session ends	Thursday, August 14

PURPOSE OF PHILLIPS ACADEM

THE PURPOSE of Phillips Academy is to teach "the great end a real business of living." According to its Constitution, signed i 1778, "It is expected that the Master's attention to the disposit of the *minds* and *morals* of the youth under his charge will exc d every other care; well considering that, though goodness with t knowledge (as it respects others) is both weak and feeble, t knowledge without goodness is dangerous, and that both uni d form the noblest character and lay the surest foundation of u-fulness to mankind." Adapted to conditions of modern life, he aim of the Academy remains the same: so to intensify and broa n the capacities of its students that they may enter the larger wo d with trained minds and with a deepened sense of their responsibi y to society.

Phillips Academy is dedicated to sound scholarship. It endea rs first of all to stimulate in its students curiosity about things f the mind, to induce in them a desire to educate themselves. It t-tempts to foster the development of discriminating judgment d independence of thought. It tries to cultivate the imagination d emotions of its boys.

By long tradition Andover believes in education that m es boys resourceful and independent. Andover believes in the v ue of student representation from all parts of the country an o the world, and from all walks of life. To its boys it offers an n-tellectual and moral discipline, as well as friendly encourage nt and sympathy, the best incentives to accomplishment.

Phillips Academy is a liberal, modern school with an anc nt tradition. It values the benefits passed on to it by many generat ns. It has contributed directly to the development of thousand of men, and indirectly to numberless aspects of our national fe. Thankful for its history, Andover focuses on the present an on the future. In training American boys for service and leade ip it seeks to preserve a flexible spirit that will test and try the ew while treasuring the riches of the past.

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

ISTITUTION AND DEED OF TRUST SIGNED	April 21, 1778
OOL OPENED	April 30, 1778
OF INCORPORATION	October 4, 1780

HEADMASTERS

HALET PEARSON, LL.D.	1778–1786
NEZER PEMBERTON, LL.D.	1786–1793
K NEWMAN, A.M.	1794–1809
N ADAMS, LL.D.	1810–1833
OOD JOHNSON, A.M.	1833–1837
UEL H. TAYLOR, LL.D.	1837–1871
DERIC W. TILTON, A.M.	1871–1873
L F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873–1901
RED E. STEARNS, Litt.D., L.H.D., LL.D.	1903–1933
UDE M. FUESS, Ph.D., L.H.D., LL.D.	1933–1948
N M. KEMPER, L.H.D., Litt.D., LL.D.	1948–

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County Essex, Massachusetts. The Constitution and original deed of gi of the Academy was signed April 21, 1778, by Esquire Samu Phillips, of the north parish of Andover, and his brother, John Phi lips, LL.D., of Exeter, New Hampshire, in the presence, and large at the instance, of Samuel Phillips, Jr. (then but twenty-six yea old), afterward judge of the Court of Common Pleas for Ess County, president of the Massachusetts Senate, and lieutena governor of the Commonwealth. By this act the Trustees Phillips Academy became owners of the land in the south pari of Andover on which the chief buildings of the school now stan together with other endowment comprising further lands and t sum of one thousand six hundred and fourteen pounds. T years later, on October 4, 1780, the school was incorporated the Act of Incorporation passed by the General Court of Massach setts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with advice and aid of his friend, Eliphalet Pearson, who became fi Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth,* have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living.*
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

> This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.
>
> And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second,* instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third,* practical Geometry, Logic, and Geography; and the *fourth,* such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, n a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor t Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on he Old Training Field.

The fourth principal, John Adams, raised the repute of the chool, increased the attendance, and enlarged the number of eachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history commenced in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and andscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and the Andover Summer Session (1942) and the Andover Evening Study Program (1935) began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. Since then, substantial advances have been made in three areas: curriculum, admissions policy, and the physical plant and resources.

The curriculum has been revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College,* was completed. It has resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Concerning admissions, the decision was made in the late fifties to admit each year the best 250 candidates regardless of their ability to pay tuition. The effect of this decision has been to broaden still further the school's basic policy, in the words of its Constitution, "to be ever equally open to youth of requisite qualifications from every quarter."

In the third area, physical plant and resources, several changes are notable. The endowment has grown from eleven to thirty-one million dollars. Meantime the enrollment has increased from 725 to 853.

During the years 1959-61 The Andover Program, a major capital gift drive carried out by alumni and parents, succeeded in raising $6,750,000 for new facilities. With these funds the Academy has built four new dormitories, two new faculty houses, a new science building, an Arts and Communications Center with extensive audio-visual equipment and studio space, an enlargement of the auditorium stage and an experimental drama lab, a wing on the Library, several new athletic fields, a roof for the hockey rink and other athletic facilities; existing buildings have been remodeled for more classrooms and for student and faculty housing.

TRUSTEES

JOHN PETERS STEVENS, JR. '15, A.B., *President* *Elected 1948, Elected President 1966*	South Plainfield, N.J.
JOHN MASON KEMPER, L.H.D., LITT.D., LL.D., *Clerk* *Elected 1948*	Andover
CHARLES STAFFORD GAGE '21, A.M., *Treasurer* *Elected 1952, Elected Treasurer 1966*	New Haven, Conn.
BROMWELL AULT '18, S.B. *Elected 1953*	New York, N.Y.
DONALD HOLMAN McLEAN, JR. '28, LL.B. *Elected 1958*	Brookline
JOHN USHER MONRO '30, A.B. *Elected 1958*	Cambridge
THOMAS LEE PERKINS '24, LL.B. *Elected 1959*	Rye, N.Y.
ROBERT LIVINGSTON IRELAND III '38, A.B. *Elected 1960*	New York, N.Y.
WILBUR JOSEPH BENDER '37HF, LL.D. *Elected 1963*	Cambridge
STEPHEN YOUNG HORD '17, A.B. *Elected 1963*	Lake Forest, Ill.
JOHN HARVARD CASTLE, JR. '34, M.B.A. *Elected 1966*	Rochester, N.Y.
MILTON STEINBACH '20, S.B. *Elected 1966*	New York, N.Y.
GEORGE HERBERT WALKER BUSH '42, A.B. *Elected 1967*	Houston, Tex.

ALUMNI TRUSTEES

LOUIS FREDERICK POLK, JR. '49, M.B.A. *Elected 1965 for three years*	Wayzata, Minn.
PHILIP KIRKHAM ALLEN '29, A.B. *Elected 1966 for three years*	Andover
GILBERT DUTTON KITTREDGE '42, B.E. *Elected 1967 for three years*	Dalton
HOWARD SAYRE WEAVER '42 *Ex Officio for one year as President of the Alumni Association*	New Haven, Conn.

TRUSTEES EMERITI

CHAUNCEY BREWSTER GARVER '04, LL.B. *1947-1960*	Oyster Bay, N.Y.
SUMNER SMITH '08, A.B. *1956-1960*	Lincoln
HENRY WISE HOBSON '10, D.D., LL.D. *1937-1966 (President 1947-1966)*	Cincinnati, Ohio
JAMES PHINNEY BAXTER, 3rd '10, PH.D., LITT.D., L.H.D., D.SC., LL.D. *1942-1966*	Williamstown
FREDERICK GOODRICH CRANE '15, A.B. *1957-1967*	Dalton

FACULTY

John Mason Kemper, L.H.D., Litt.D., LL.D.
Headmaster Elected 1948

George Franklin French, A.M. *Instructor in French, Emeritus*	Andover 1907-1944
Oswald Tower, A.B. *Dean and Instructor in Mathematics, Emeritus*	West Caldwell, N.J. 1910-1949
Alice Thacher Whitney *Recorder, Emerita*	Andover 1902-1950
Lester Charles Newton, A.M. *Instructor in French and German, Emeritus*	Andover 1918-1952
Henry Preston Kelley, A.M. *Instructor in Spanish, Emeritus*	Pepperell 1918-28, 1935-52
Montville Ellsworth Peck *Instructor in Physical Education, Emeritus*	North Bridgton, Me. 1916-1955
Guy Johnson Forbush, A.B. *Instructor in French, Emeritus*	Andover 1917-1920, 1924-1955
Arthur Burr Darling, Ph.D. *Instructor in History, Emeritus*	Washington, D.C. 1917-1918, 1933-1958
Douglas Mansor Dunbar, A.M. *Instructor in Mathematics, German, and Bible, Emeritus*	Andover 1942-1958
M. Lawrence Shields, A.B. *Instructor in Biology and Secretary of the Academy, Emeritus*	Marblehead 1923-1960
Roscoe Edwin Everett Dake, S.B. *Instructor in Chemistry, Emeritus*	Andover 1921-1961
John Kingsbury Colby, A.M. *Instructor in Latin, Emeritus*	North Andover 1940-1962
Miles Sturdivant Malone, Ph.D. *Instructor in History, Emeritus*	Daytona Beach, Fla. 1937-1962
Elizabeth Eades, A.B. *Director of the Library, Emerita*	Deerfield 1929-1963
Roger Wolcott Higgins, A.M. *Instructor in English, Emeritus*	Andover 1933-1963
Emory Shelby Basford, A.B. *Instructor in English, Emeritus*	Rome, Italy 1929-1964
Floyd Thurston Humphries, A.B. *Instructor in French, Emeritus*	Naples, Fla. 1937-1964
John Sedgwick Barss, A.M. *Instructor in Physics, Emeritus*	Andover 1923-1965
Donald Miller Clark, M.D. *Medical Director, Emeritus*	Reno, Nev. 1954-1965
Elbert Cook Weaver, A.M. *Instructor in Chemistry, Emeritus*	Madison, Conn. 1943-1965

George Grenville Benedict, A.M. *Dean of Students, Emeritus*	Providence, R.I. 1930-32, 1933-67
Alexander Dunnett Gibson, A.M. *Instructor in French, Emeritus*	McIndoe Falls, Vt. 1944-67

Alan Rogers Blackmer, L.H.D. *Dean of the Faculty*	1925
Kenneth Smith Minard, A.M. *Assistant Dean of Students*	1928
George Knight Sanborn, S.B. *Instructor in Biology on the Ammi Wright Lancashire Foundation* *Warden of the Moncrieff Cochran Sanctuary*	1928
*Alfred Graham Baldwin, D.D. *Instructor in Religion*	1930
Robert Edward Maynard, S.B. *Instructor in Mathematics on the Jonathan French Foundation*	1931
Leonard Frank James, A.M. *Instructor in History on the Cecil F. P. Bancroft Foundation* *Chairman of the History Department*	1932
Douglas Swain Byers, A.M. *Instructor in Anthropology* *Chairman of the Archaeology Department*	1933
Bartlett Harding Hayes, Jr., A.B. *Instructor in Art* *Chairman of the Art Department*	1933
*James Ruthven Adriance, A.B. *Assistant to the Headmaster*	1934
Alston Hurd Chase, Ph.D. *Instructor in Greek and Latin on the Independence Foundation Teaching Endowment* *Chairman of the Classics Department*	1934
Norwood Penrose Hallowell, Jr., A.B. *Instructor in English and Public Speaking on the Alfred Lawrence Ripley Foundation*	1934
Frank Frederick DiClemente, S.B. *Instructor in Physical Education*	1935
James Hooper Grew, D. ès L. *Instructor in French on the Elizabeth Milbank Anderson Foundation* *Chairman of the French Department*	1935
Frederick Scouller Allis, Jr., L.H.D. *Instructor in History on the Martha Cochran Foundation* *Director of Financial Aid*	1936
Chester Archibald Cochran, A.M. *Instructor in French*	1936
Frederick Johnson, Sc.D. *Instructor in Archaeology*	1936
Stephen Stanley Sorota, S.B. *Instructor in Physical Education*	1936
Stephen Whitney, A.M. *Instructor in French*	1936
*Hart Day Leavitt, A.B. *Instructor in English*	1937

* On leave of absence.

William Hayes Brown, A.M. *Instructor in English on the Emilie Belden Cochran Foundation* *Chairman of the English Department*	1938
Richard Sawyer Pieters, A.M. *Instructor in Mathematics on the Alfred Ernest Stearns Foundation* *Chairman of the Mathematics Department*	1938
Robert Whittemore Sides, A.B. *Instructor in Mathematics* *Director of Admissions*	1938
John Bromham Hawes, Ed.M. *Instructor in English*	1933-1936, 1939
Harper Follansbee, Ed.M. *Instructor in Biology on the Samuel Harvey Taylor Foundation* *Chairman of the Biology Department*	1940
Walter Gierasch, A.B. *Instructor in English*	1941
Dudley Fitts, A.B. *Instructor in English on the Independence Foundation Teaching Endowment*	1941
Francis Bertrand McCarthy, A.B. *Instructor in English and Philosophy*	1941
Cornelius Gordon Schuyler Banta, S.B. *Instructor in Mathematics*	1944
Joseph Rittenhouse Weir Dodge, A.M. *Instructor in English*	1944
Frederick Almond Peterson, A.M. *Instructor in English* *Director of the Summer Session*	1946
Allan George Gillingham, Ph.D. *Instructor in Latin and Greek on the John Charles Phillips Foundation*	1947
Peter Quackenbush McKee, Ed.M. *Instructor in Physics and Chemistry* *Chairman of the Physics Department* *Scheduling Officer*	1947
Gordon Gilmore Bensley, A.B. *Instructor in Art* *Director, Audio-Visual Center*	1949
John Richard Lux, M.S.Ed. *Instructor in Mathematics*	1949
William Louis Schneider, Mus.Ed.B. *Instructor in Music*	1949
William Russell Bennett, Jr., A.B. *Associate Dean of Students*	1950
William John Buehner, A.M. *Instructor in Latin*	1950
Simeon Hyde, Jr., A.M. *Instructor in English*	1950
Henry Waring Schereschewsky, A.B. *Comptroller*	1951
Frederic Anness Stott, A.B. *Director of Development*	1951

Philip Brownlie Weld, M.S. *Instructor in Chemistry and Physics on the George Peabody Foundation* *Chairman of the Chemistry Department*	1951
William Franklin Graham, B.S. *Instructor in Mathematics* *Excusing Officer*	1952
Fred Harold Harrison, A.M. *Instructor in History and Physical Education* *Chairman of the Athletic Department*	1952
John Claiborne McClement, Ed.M. *Instructor in Mathematics*	1952
*Joshua Lewis Miner, III, A.B. *Instructor in Science* *President, Outward Bound, Incorporated*	1952
James Harold Couch, A.M. *Instructor in Spanish* *Chairman of the Spanish Department*	1953
Sherman Frederick Drake, Ed.M. *Instructor in Mathematics*	1953
Edmond Emerson Hammond, Jr., Sc.M. *Instructor in Mathematics, Physics, and Chemistry*	1953
Louis John Hoitsma, Jr., Ed.M. *Instructor in Mathematics*	1953
Robert Penniman Hulburd, A.M. *Director of College Placement*	1953
Dalton Hunter McBee, A.B. *Instructor in English* *Admissions Officer*	1953
Albert Karl Roehrig, Ed.M. *School Psychologist*	1954
Robert Edwin Lane, A.M. *Instructor in Latin and Russian* *Chairman of the Russian Department*	1955
Harold Holmes Owen, Jr., A.M. *Instructor in English*	1955
Thomas Joseph Regan, A.M. *Instructor in English*	1955
William Biggs Clift, Jr., Mus.Ed.B. *Instructor in Music* *Chairman of the Music Department*	1956
Frank McCord Eccles, A.M. *Instructor in Mathematics*	1956
Richard Valentine Healy, P.E. *Director of Physical Plant*	1956
*John Ward Kimball, A.B. *Instructor in Biology*	1956
Harrison Schuyler Royce, Jr., M.I.A. *Instructor in History*	1956
Gerald Shertzer, M.F.A. *Instructor in Art*	1957

* On leave of absence.

John Frank Bronk *Instructor in Physical Education and Physiotherapist*	1958
*George William Best, A.M. *Instructor in Mathematics*	1958
Clement Morell, A.M. *Instructor in Mathematics*	1958
Frederic Arnold Pease, Jr., B.D. *Instructor in Religion*	1958
*Philip Mason DuBois, Ph.D. *Instructor in Physics*	1959
John Richards, II, M.A.T. *Instructor in History* *Dean of Students*	1959
William Abbot Munroe, A.B. *Bursar*	1960
John Patten Chivers, A.M. *Instructor in German* *Chairman of the German Department*	1960
Carl Edward Krumpe, Jr., A.M. *Instructor in Classics*	1960
William Lawrence Markey, A.M. *Instructor in French*	1954-1957, 1960
Thomas Rees, Ph.D. *Instructor in Chemistry*	1960
Frank DeWitt Thornton, B.M.Ed. *Instructor in Music*	1960
George Howard Edmonds, Ed.M. *Instructor in English*	1961
Edward Moseley Harris, S.B. *Instructor in Spanish* *Administrator, Schoolboys Abroad*	1961
Guy D'Oyly Hughes, A.M. *Instructor in English*	1961
Crayton Ward Bedford, A.M. *Instructor in Mathematics, Schoolboys Abroad, Rennes, France*	1962
Alfred James Coulthard, S.B. *Instructor in Physical Education*	1962
Wayne Andrew Frederick, Ph.M. *Instructor in History*	1962
Robert Andrew Lloyd, Arch.B. *Instructor in Art*	1962
Charles Waldo Smith, A.B. *Alumni Secretary* *Executive Director, The Alumni Fund*	1962
Alanson Perley Stevens, III, A.M. *Instructor in German and Russian*	1962
Thomas Tolman Lyons, M.A.T. *Instructor in History*	1963
Barbara McDonnell, A.B., S.B. *Director of the Library*	1963

* On leave of absence.

Robert Rennie McQuilkin, A.M.	*Instructor in English* *Chairman of the Andover Evening Study Program*	1963
Meredith Price, M.A.T.	*Instructor in English*	1963
Alexander Zabriskie Warren, A.B.	*Instructor in Mathematics*	1963
Christopher Capen Cook, M.F.A.	*Instructor in Art*	1964
William Sherman Jardine, M.A.T.	*Instructor in Physics and Chemistry*	1964
Charles Packard, M.A.T.	*Instructor in Latin*	1964
Vincent Pascucci, A.M.	*Instructor in Classics*	1964
Daniel Dretzka Olivier, A.M.	*Instructor in French*	1964
Clark Alvord Vaughan, A.M.	*Instructor in Spanish* *Director, Schoolboys Abroad, Barcelona, Spain*	1964
August Thayer Jaccaci, Jr., M.F.A.	*Instructor in Art*	1965
Julian Stevens Kaiser, M.D.	*Medical Director*	1965
Ronn Nels Minné, Ph.D.	*Instructor in Chemistry* *Director, Bureau of Self-Help*	1965
Angel Rubio y Maroto, A.M.	*Instructor in Spanish*	1965
Nathaniel Baldwin Smith, A.M.	*Instructor in Mathematics*	1965
Hale Sturges, II, A.M.	*Instructor in French*	1965
John Harvey Beebe, A.M., M.A.T.	*Instructor in Mathematics*	1966
Timothy Cooley Callard, A.M.	*Instructor in Religion*	1966
Thomas Edward Cone, III, S.B.	*Instructor in Biology*	1966
Pierre LaTour, Jr., A.B.	*Instructor in Biology and Science*	1966
Gordon Anthony Marlow, M.A.T.	*Instructor in English*	1966
Michael Edward Mosca, M.B.A.	*Director of Accounting*	1966
James Johnston Pates, Jr., A.B.	*Admissions and Scholarship Officer*	1966
David Albert Penner, A.M.	*Instructor in Mathematics*	1966
Elisabeth McClure Thomas, Ed.M.	*Dean and Director of Admissions, the Andover Summer Session*	1966

John Gibson Tomlinson, S.B. *Instructor in Spanish*	1966
James Rae Whyte, S.T.M. *Instructor in Religion* *Chairman of the Religion Department*	1966
Kenneth Kelly Wise, A.M. *Instructor in English*	1966
George Edward Andrews, A.B. *Instructor in Religion*	1967
David Paul Barton, A.B. *Instructor in French*	1967
James Leighton Bunnell, A.M. *Instructor in History*	1967
John Robert Leslie Dent, A.B. *Instructor in History*	1967
Robert Timothy Grant, S.B. *Instructor in Mathematics, Schoolboys Abroad, Barcelona, Spain*	1967
Robert MacAllister Henkels, Jr., A.M. *Instructor in French*	1967
Joseph Belleau Wennik, A.M. *Instructor in German*	1967
James Robert Wilson, Ph.D. *Instructor in Science*	1967
Charles Steinhacker, A.B. *Wingate Paine Fellow in Photography*	1967
Kenneth Alan Hovey, A.B. *Teaching Fellow in English*	1967
Charles Henry MacFarland, S.B. *Teaching Fellow in Physics*	1967

The Headmaster and Mrs. Kemper

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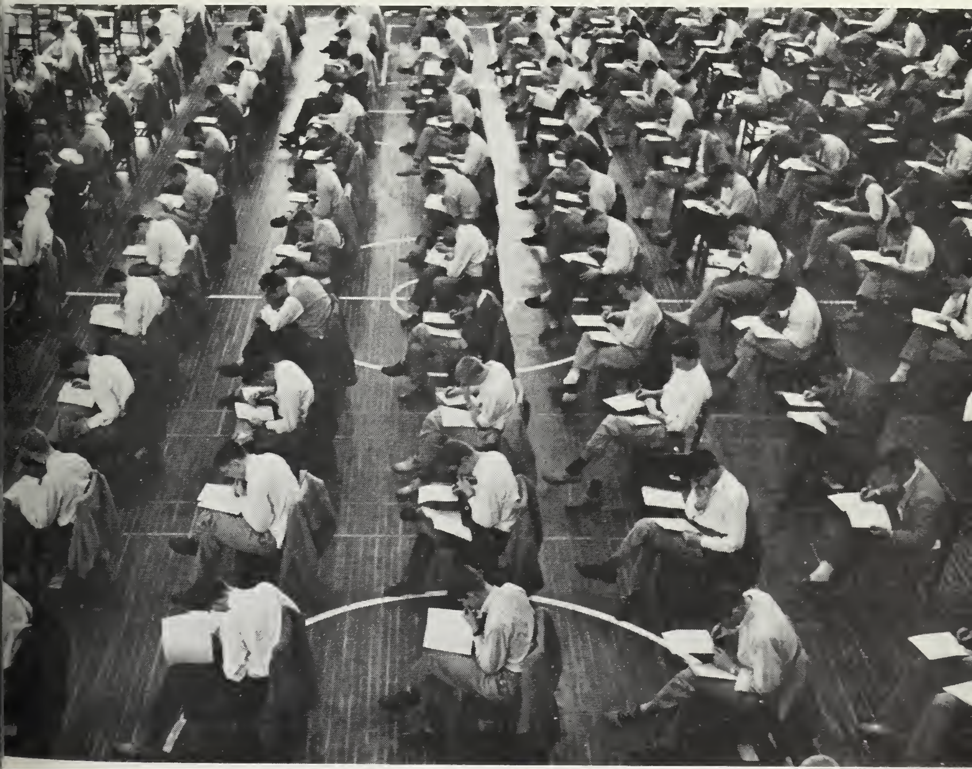


The Cochran Chapel

's Science Building

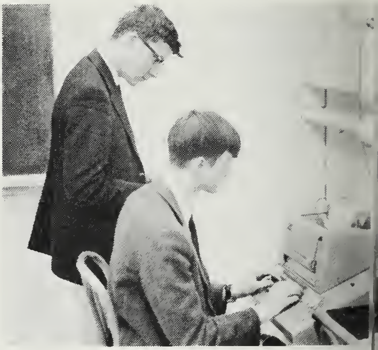
A Dormitory

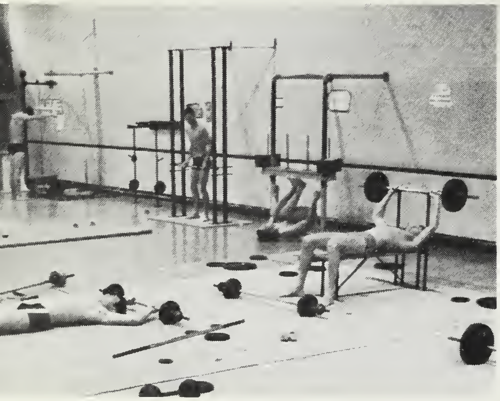
all, the English Department Building (1818)

r Wendell Holmes Library (85,000 Volumes)

The Heart of the Campus

Licensed FM Station WPAA





ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone 617—475-3400), during office hours.

HEADMASTER'S OFFICE

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Mrs. Amy R. Robinson, *Secretary to the Headmaster*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

James Ruthven Adriance, A.B., *Assistant to the Headmaster*
Virginia N. Eastman, *Secretary to the Assistant to the Headmaster*

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Dalton Hunter McBee, A.B., *Admissions Officer*
Frederick Scouller Allis, Jr., L.H.D., *Director of Financial Aid*
James Johnston Pates, Jr., A.B., *Admissions and Scholarship Officer*
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William Russell Bennett, Jr., A.B., *Associate Dean of Students*
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William Franklin Graham, S.B., *Excusing Officer*
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Mrs. Sylvia T. Breck, *Secretary to the Associate Dean of Students*

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Mary Elise Waddington, *Secretary to the Director of College Placement*

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Elisabeth McClure Thomas, Ed.M., *Dean and Director of Admissions*
Mrs. Edith Jako, *Office Manager*

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William Abbot Munroe, A.B., *Bursar*
Michael Edward Mosca, M.B.A., *Director of Accounting*
Evelyn H. Gordon, *Director of Student Accounts*
Mrs. Mary B. Clukey, *Office Manager*
Mrs. Barbara D. Morrison, *Secretary to the Comptroller*

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Richard Valentine Healy, P.E., *Director of Physical Plant*

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Charles Waldo Smith, A.B., *Alumni Director, Executive Director, The Alumni Fund*
Mrs. Helen R. Bronk, *Secretary to the Executive Director, The Alumni Fund*
Mrs. Betty S. Peterson, *Secretary to the Director of Development*

OLIVER WENDELL HOLMES LIBRARY

Barbara McDonnell, A.B., S.B., *Director of the Library*
Miss Doris R. Ducharme, A.B., S.M., *Assistant Cataloguer*
Mrs. Margaret B. Towne, S.B., *Assistant in the Library*
Irene Wilkinson, A.B., S.M., *Cataloguer*
Vivian Miles, S.B., S.M., *Reference Librarian*

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Julian S. Kaiser, M.D., *Medical Director*
Richard S. O'Hara, M.D., *Assistant Medical Director*
Albert K. Roehrig, Ed.M., *Chief Counseling Services*
H. Schuyler Royce, *Assistant in Counseling Services*
Eileen Hall, *Administrative Assistant*

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C. Paul Bonin, D.M.D., *Orthodontist*
William Caverly, M.D., *Obstetrics and Gynecology*
H. Jerome Crampton, M.D., *Ophthalmologist*
Herman DeWilde, M.D., D.M.D., *Associate Dentist*
Douglas Malcolm Dunbar, D.D.S., *Senior Dentist*
Emil J. Ganem, M.D., *Urologist*
Michael A. Gravallese, Jr., M.D., *Internal Medicine*
John Paul Holihan, M.D., *Anesthesiologist*
Milton Howard, M.D., *Pathologist*
Robert J. Joplin, M.D., *Orthopedist*
Richard Katz, M.D., *Pediatrician*
Alfred S. Lanes, M.D., *Dermatologist*
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Charles E. Rounds, D.M.D., *Associate Dentist*
George V. West, M.D., *Radiologist*

Associate Staff

Matthew Cushing, Jr., M.D., *Internal Medicine*
Charles Ellis, Jr., *Internal Medicine*
Kenneth McKusick, M.D., *Internal Medicine*
Edmund Melucci, M.D., *General Medicine*
Robert Ramsdell, M.D., *General Medicine*
John Welster, M.D., *Obstetrics and Gynecology*

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Daniel Ellis, M.D., *Internist*
John F. Bronk, *Physical Therapist*
John F. Murphy, B.A., *Speech Therapist*
John F. Nastasi, *Optometrist*

rancis G. Soule, Jr., M.D., *Internist*
oan C. Walsh, *Dental Hygienist*
ouis J. Zuppardi, *Radiology Technician*

BUREAU OF SELF-HELP

onn Nels Minné, Ph.D., *Director of the Bureau of Self-Help*

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

red Harold Harrison, A.M., *Director of Physical Education and Athletics*
hn Frank Bronk, *Instructor in Physical Education and Physiotherapist*
lfred James Coulthard, S.B., *Instructor in Physical Education*
rank Frederick DiClemente, S.B., *Instructor in Physical Education*
tephen Stanley Sorota, S.B., *Instructor in Physical Education*

CHAIRMEN OF ACADEMIC DEPARTMENTS

RCHAEOLOGY	Douglas Swain Byers, A.M.
RT	Bartlett Harding Hayes, Jr., A.B.
THLETICS	Fred Harold Harrison, A.M.
OLOGY	Harper Follansbee, Ed.M.
HEMISTRY	Philip Brownlie Weld, M.S.
LASSICS	Alston Hurd Chase, Ph.D.
NGLISH	William Hayes Brown, A.M.
ENCH	James Hooper Grew, D. ès L.
ERMAN	John Patten Chivers, A.M.
ISTORY	Leonard Frank James, A.M.
ATHEMATICS	Richard Sawyer Pieters, A.M.
USIC	William Biggs Clift, Jr., Mus.Ed.B.
YSICS	Peter Quackenbush McKee, Ed.M.
ELIGION	James Rae Whyte, S.T.M.
USSIAN	Robert Edwin Lane, A.M.
ANISH	James Harold Couch, A.M.

GENERAL INFORMATION

ANDOVER STUDENTS, for the most part, live together by classes in the Academy dormitories and houses. Each building is under the supervision of the resident faculty housemaster. All boys eat in their own class dining rooms in the Commons.

Juniors live in Williams Hall and Rockwell House, or in neighboring houses and cottages. Williams Hall, with its annexes, Junior House and Stott Cottage, has rooms and recreation facilities for fifty-six Juniors, who occupy single or double rooms. Rockwel House has single rooms and recreation facilities for forty Juniors Juniors are subject to the special regulations and the particularly close supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected Senior proctors play an important part in the activities o the various Junior units.

Lower-Middlers live in the newly renovated brick dormitories o the West Quadrangle, where they receive careful supervision and guidance, at the same time enjoying an increased degree of independence appropriate to their greater maturity. Senior Proctors ar in residence in these dormitories.

Upper-Middlers are housed in the large dormitories of the mai Campus and a few smaller Faculty houses nearby. Here they ar permitted still greater latitude in the management of their dail lives and expected to assume correspondingly greater responsibility

In the Fall of 1967, Seniors will live in the five new dormitori near Rabbit Pond and in three or four smaller houses adjacen They will be free of restriction to a degree unusual in America boarding schools as the combination of a deliberately planne scheme of educating boys by progressive stages to accept responsbility for their own conduct and to learn how to cope wit freedom—freedom to act, to choose, often perhaps to err.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student is under the direct charge of a Facult Counselor, who, for boarding students is his housemaster. H knows the background, the character, and the standing of each his boys and acts as his advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents. From time to time, he will write the parents to keep them informed of their son's progress. Parents should feel free to write their son's counselor if they have any reason for concern about their boy's progress. They are encouraged to report to the counselor any facts that may affect the boy's work or behavior.

RELIGION

Phillips Academy was founded as a Protestant Christian community and in its worship and ministry remains in the Protestant tradition. The Academy requires student attendance at Wednesday and Sunday religious services, whose purpose is to strengthen devotion to God and reliance upon faith as a source of direction and meaning in a young man's life. On Sunday mornings in the Sylvia Pratt Kemper Chapel a rabbi conducts a service for students of the Jewish faith and a priest celebrates Mass for Roman Catholics. Students may also worship Sundays in churches of their choice in the town of Andover, though the Academy encourages all students to attend the school services. The Sunday services for the school as a whole are conducted by the School Ministers, the Headmaster, or by visiting clergymen.

A school composed of students of widely diverse religious and cultural backgrounds can not satisfy all requirements of religious attitude and habit. Therefore no boy should apply for admission to the Academy who is unwilling to participate in interdenominational services, or who believes that religious worship can have no place in his life.

CULTURAL OPPORTUNITIES

Andover, while demanding a high standard of accomplishment in the prescribed course of study, has always believed that a boy's interest should be widened as far as possible beyond the limits of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary, boys are given a chance to investigate subjects which may in later life become major pursuits or pleasant hobbies.

In addition, a number of distinguished men and women are invited to the Academy each year as lecturers and performing artists. In 1966-1967, George Wald, Professor of Biology at Harvard University, delivered the Stearns Lecture; Edward J. Logue, Director of the Boston Redevelopment Authority, was the Hosch Lecturer; and Professor John Kenneth Galbraith came as the ninth annual Lana Lobell Fellow. These visitors addressed the school in the Meeting Room of George Washington Hall and later took part in informal conferences with student and faculty groups. Among other guests who addressed the school at Friday morning Assembly were: Louis F. Fieser, Sheldon Emory Professor of Organic Chemistry, Harvard University; Mr. John C. Esty, Jr., Headmaster, Taft School; Professor John K. Fairbank, Director, East Asian Research Center, Harvard University; Mr. Erwin Canham, Editor, Christian Science Monitor, and Mr. Ken Hyman, photographer and Wyngate Paine lecturer. The school was also honored by Mr. R. Sargent Shriver, Jr. who delivered the principal address on the occasion of the first presentation of the Claude M. Fuess Award to Andover Alumni who have served in the Peace Corps.

Smaller groups interested in particular subjects met for discussion one or more times over the last two years with Louis Lyons, Curator Emeritus of the Nieman Fellowships, Harvard University; John Frederick Nims, poet and translator, Professor of English in the University of Illinois at Chicago; Jean Valentine, poet; Charles Chu, authority on Chinese painting, Professor of Chinese Studies at Connecticut College for Women; Tom Cole, novelist, winner of the 1966 Rosenthal Award for fiction; Alfred Kazin, critic and historian of American literature; Russell Johnson, Peace Education Secretary of the American Friends Service Committee; Mino White, photographer, Massachusetts Institute of Technology; Robert Stuart Fitzgerald, poet and Hellenist, Boylston Professor o Rhetoric and Oratory in Harvard University; Richard Wilbur poet, Professor of English at Wesleyan University; Peter Davison Director, Atlantic Monthly Press; George Starbuck, poet; an Stanley Burnshaw, critic.

Among the guest artists to appear on campus were folksinge Judy Collins, the members of the Metropolitan Opera Studio performing "Don Pasquale," and the noted actor Bramwell Fletche in "The Bernard Shaw Story." The thirty-ninth Sawyer Concer was given by the Orchestra Da Camera, an Italian chamber orchestra. The Pacific Trio, the Estival Trio, and the New York Camerata also gave concerts.

A Shakespearean play, last year *Antony and Cleopatra,* is produced annually by the Dramatic Club. A musical is produced each spring, by the school Chorus, Orchestra, and Dramatic Club; *Camelot* was the 1967 choice, with a combined cast and orchestra of over 175.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by William Cochran, class of 1895; Moncrieff M. Cochran, class of 1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The Copley Wing, gift of James S. Copley, P.A., 1935, designed to seat 125 at small tables and carrels, is used as an American History Reserve Book Room.

The book collection, over 85,000 volumes in the liberal arts, supports and supplements the curriculum and provides many areas for independent reading. A trained staff member is on duty at all times to help in the use of the Library and advise in choice of reading.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America,* given by Thomas Cochran of the class of 1890; papers and books of the poet Oliver Wendell Holmes; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; Early Americana given by Nelson S. Taylor, of the class of 1900; and historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

Housed in the Library building are the Archives Department and a music record listening room.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, drawings, and photographs complete an exceptionally well-balanced collection. Work by Calder, Lippold, Moholy-Nagy, Hofmann, Marin, O'Keeffe, Pollock, Shahn, and Wyeth is included in this latter group.

Models of American sailing ships, built to uniform scale, are also installed in the Addison Gallery. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest received in 1946, selections of furniture, glass, and textiles of the Colonial period are on permanent exhibition.

Among recent publications of the Addison Gallery are three books: "Layman's Guide to Modern Art," 1949-54; "The Naked

Truth and Personal Vision," 1955, and "The American Line," 1959, all based upon special exhibits arranged in connection with the Upper Middle course in Art. Another book, "Models of American Sailing Ships," serves as a catalogue of the Marine Collection. All are simply written, and intended for adult as well as for student readers.

An Art Film Library of some three dozen titles was established in 1954 to serve schools and colleges in New England, as well as the Academy community.

ARTS AND COMMUNICATIONS CENTER

The Arts and Communications Center, connecting The Addison Gallery to the stage of the Meeting Room in George Washington Hall, provides modern facilities for stage set design and construction, painting, drawing, architecture, photography, sculpture, ceramics, and woodworking; an audio-visual department of unusual scope, with audio-visual projection facilities ranging from small rooms with a capacity of five to an auditorium seating 250. The Underwood Room and Court, a part of the Arts and Communications complex, offer pleasant indoor and outdoor areas for receptions, concerts, dances, and informal gatherings.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, supports research in American archaeology, publishes its findings, and maintains a museum in which collections gathered through extensive programs of field research in Mexico, the Southwest, the southeastern states, New England, and the Maritime Provinces are displayed.

Now in preparation is a series of six volumes reporting findings of research into origins of native American agriculture and civilization in Mexico made possible by grants from the National Science Foundation and Rockefeller Foundation. Manuscripts prepared with NSF assistance will be published for the Foundation by University of Texas Press. Also under way is the preparation of findings of research into the earliest occupation of Nova Scotia and contemporary geologic and climatic conditions. This program, carried out with the National Museum of Canada and the Nova Scotia Museum, was assisted by the National Science Foundation. A third project will complete a study of the pre-ceramic occupations of Cape Cod. A fourth will summarize a long program of research into the archaeology of coastal Maine.

A decorative map of North America by the late Stuart Travis is mounted on the stairway. A model of an Indian village of early Andover, and a model of a portion of the pueblo of Pecos, New Mexico, are also on display. A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, draw many species of small land birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating duck, quail, and pheasant. Special paths are designed and planted to show local ferns, wildflowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone terrace and broad lawns, provides an attractive setting for a wide variety of social events at all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

STUDENT ACTIVITIES

Student organizations and voluntary enterprises of various kinds are an important part of life at Phillips Academy. They may change from year to year in scope and intent, depending upon student interest. Among others, there are literary, musical, forensic, and scientific activities. Each group is under student leadership and is advised by a member of the faculty. The list that follows is intended to be representative rather than complete.

The *Phillipian,* founded in 1878, is the school newspaper. It is published every Wednesday of the school year. Students on the editorial and the business boards gain experience in writing and in business practice.

The *Mirror,* founded in 1854, is the undergraduate literary magazine, which appears several times each year. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine devoted to encouraging literary talent.

The *Pot Pourri* is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the account of their years at Andover.

The *Dramatic Society* is an organization of all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play. A considerable number of modern plays, both dramatic and musical, are also presented.

One of the most important groups within the Dramatic Society is the *Stage Crew.* Carpenters, painters, shifters, electricians, and special-effects men work under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays.

Another branch of the Society is the *Drama Workshop,* whose intent is to offer further opportunities for students to participate in play readings, and the production of both conventional and experimental drama, student directed in the *Drama Lab.* The organization welcomes lower classmen as well as Uppers and Seniors.

The language departments frequently produce plays in French, German, Latin, or Spanish. The language plays are projects of *language-interest clubs* that sponsor, in addition, illustrated lectures, motion pictures from the countries of their choice, and discussions of history and culture. Occasionally there are language tables in the Commons.

Language-Interest Clubs that sponsor, in addition, illustrated lec-

Debating and school forums are held by ***Philo,*** properly the ***Philomathean Society,*** founded in 1825. Regular meetings, held bimonthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams, which all students may attend. Each year Philo sponsors a prize debating contest. The organization has also sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Students interested in art may work in the studio of the Addison Gallery with the ***Design Club.***

The *Camera Club* has a dark room in the new Arts Center, where students may develop, enlarge, and print their own photographs. In response to interest, groups meet for the discussion of fine points in the art of photography.

The *Radio Club* has a room in the basement of Evans Hall, where radio sets may be constructed and repaired. It also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need.

WPAA-FM is a 10-watt educational FM station licensed by the FCC to operate at a frequency of 91.7 mcs. It provides 25 hours per week of news, music, sports and educational programs to an area with a population of about 200,000. Its studio is in the basement of Evans Hall, and its transmitter is on the roof of the same building. It is completely student operated and with its staff of over 100 is one of the largest extra-curricular activities.

Students who wish to construct furniture, models, or other articles enjoy the ***Woodworking Shop,*** which is well supplied with hand and power tools.

The ***Rifle Club,*** a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to shoot for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall.

The laboratories are open, on schedule and under supervision, to experimenters in chemistry or physics (***Science Club***). Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory (***Astronomy Club***). A group interested in tapes and records makes recordings of school events (***Audio Club***).

Modest lapidary equipment is on hand for those boys who are interested in gems and minerals (***Minerals Club***). Identification of minerals is another interest of the club.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are the principal activity of the ***Outing Club.*** Canoeing, fishing, and rock climbing are also popular with the group.

The ***Stamp Club*** meets in the tower room of the Chapel. The clubs's program includes an annual prize exhibition. Philatelists are urged to bring their duplicate stamps and covers for trading.

The ***Natural History Club*** works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The ***Asia Society*** has as its aim the furthering of knowledge and understanding about the peoples and nations of the East. The members meet for discussions, lectures, and films.

The ***Phillips Society,*** a student service organization, evolved from the Society of Inquiry, founded in 1833, and Circle A, organized in 1930. Its purpose is to serve the school and the larger community in a variety of ways, broadening the outlook of students by stimulating in them a greater awareness of social problems and tasks that need doing, and by giving them opportunities for practical application of religious and humanitarian principles in serving others. The Phillips Society is composed of a number of working committees. Among the different activities: receptions for new boys and visitors; hospitality to visiting teams; holding Sunday coffee-hours; supervising special recreational use of the gym; helping boys in the infirmary; conducting old clothes drives and book drives; conducting the annual Charities Drive. Membership in the Phillips Society is open to any student who wishes to participate in the activities of any of the committees.

Among the extracurricular activities in the field of music are the ***Marching Band,*** the ***String Orchestra,*** the ***Concert Band,*** and the ***Chorus*** (combining both choir and glee club), which take part in many concerts as well as in an annual musical show. Other musical organizations are various dance bands, and the ***Eight 'n' One Octet.*** A well-stocked record library is located in the ***Record Room,*** where recorded concerts are given from time to time.

Dances of different kinds are sponsored by various student groups. Student initiative and interest determine in large part their nature and frequency. Dormitories often arrange informal dances with girls from nearby schools. Once or twice a term a club or a class sponsors a tea dance open to the whole school. Following Saturday afternoon athletic contests, the Student Congress occasionally opens Graham House for informal dancing and refreshments. The two-day Spring Prom in May is the climax of the social season.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Lower Middle year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, and skiing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and lifesaving.

The Medical Director and the Athletic Department strongly advise parents to provide boys who wear glasses with shatter-proof or contact lenses, not only to minimize danger of injury in athletics but also to avoid loss of study and reading time.

See page 34 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is asked to have a general physical examination by his family physician, as well as certain screening laboratory procedures and routine vaccinations against smallpox, poliomyelitis, tetanus, typhoid, and measles. His family is asked to answer questions on a confidential sheet that may reveal significant symptoms or illnesses. These clinical details are under the exclusive control of the Medical Director.

Immediately after the student's arrival at the Academy, a review of the physical examination is carried out by the Medical Director with each student. With new students, complete dental x-rays and x-rays of the chest are taken. Special examinations of the eye and ear and tests for speech defects, reading speed, and language disability are carried out whenever they are indicated. The full time

Medical Director and his colleagues on the Isham Infirmary-Hospital medical staff correlate all clinical information, with a view toward establishing an accurate estimate of each student's physical status and needs.

The Isham Infirmary-Hospital is accredited by the Joint Commission on the Accreditation of Hospitals under the auspices of the American Medical Association and the American Hospital Association. It has 50 active beds, as well as room for expansion during epidemics. The hospital has a modern x-ray department and clinical laboratory, with a full-time technician. A well equipped physiotherapy unit is under the direction of a qualified full time physiotherapist. Graduate nurses are on duty 24 hours daily, and additional graduate nurses manage the Outpatient Services from 8:00 a.m. to 6:00 p.m. Although serious and critical medical and surgical emergencies are usually referred to general hospitals in the area, or in Boston, the Isham Infirmary-Hospital is equipped to care for the most serious emergencies.

All major illnesses and injuries are reported to parents by telephone, telegram, or letter. Minor illnesses and injuries are not reported unless there is some unusual complication.

The financial responsibility of families for the medical care of students is detailed on page 36.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Under the supervision of members of the faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of housemasters, (b) work in The Commons, to which all boarding students are assigned for two (non-consecutive) weeks during the year, and (c) supervised work on the grounds or in the buildings of the school at the end of the fall term and at the beginning of the spring term.

GRADES AND REPORTS

Reports of the student's grades are sent to the parents or guardian at the Fall Mid-Term rating and at the end of each term. Grades are based on results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

REGULATIONS AND DISCIPLINE

Phillips Academy seeks to help boys develop desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy believes that disciplinary measures are among the instruments of education; they are a means of teaching the young both self-discipline and an understanding that the goal of freedom for the individual can be achieved only within a social order. To this end, the Academy tries to inculcate in a boy personal integrity, responsibility for his behaviour, self-control, and a sense of individual purpose. It believes that discipline should lead a boy to experience the consequences of actions detrimental to himself and others, help him to strengthen himself where he is weak, and teach him to accommodate himself to the requirements of the school. The Academy has developed its regulations in accordance with these principles.

Offenses involving a boy's integrity, social offenses that threaten the well being of the school community, and continued infractions indicating an unwillingness to come to terms with the demands of the school all render a boy liable to dismissal. Examples are dishonesty, the possession or consumption of alcoholic beverages or drugs, gambling, unauthorized absence from school bounds.

Students may not possess, rent, or drive any motor vehicle within school bounds, nor may they possess firearms or explosives. Smoking is forbidden to all students with the exception that seniors may smoke pipes in their dormitories.

The Academy expects all boys to apply themselves conscientiously to their studies and to discharge their obligations to the school. It expects a greater degree of self-discipline and initiative as the student matures, and to that end creates a less regulated existence for Seniors than for underclassmen. All students, however, are expected to meet all their required appointments, especially those immediately preceding and following vacations and holidays.

OUT-OF-TOWN EXCUSES

A student whose scholastic standing is satisfactory may with permission take two out-of-town excuses a term. A Senior passing all courses may with his housemaster's permission take additional excuses.

ROOM EQUIPMENT, CLOTHING AND ATHLETIC EQUIPMENT

The Academy provides each student with bed, mattress, pillow, bed linen, chest and mirror, desk, desk-chair, and easy chair. In double rooms they are provided for each occupant. Bed linen is provided and laundered by the school. Students furnish their own blankets, bedspreads, towels and desk lamps.

All boys are required to wear coats and neckties to recitations, meals, chapel, and assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate socks and shoes is required for Sunday church and other formal occasions. *All wearing apparel and personal effects should be plainly marked with the student's name.*

Protective athletic equipment is furnished by the Academy. Each student is urged to bring along whatever other equipment he already possesses, but not to buy new equipment, since substantial savings can be made on purchases through the Athletic Department. All scholarship boys will be able to buy athletic shoes at half price. Every student is required to own a pair of high quarter sneakers.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three blankets or the equivalent
Warm overcoat or jacket for the winter months
Overshoes and rubbers for the winter months.

The Academy is not responsible for the loss of student's clothing or personal effects, either during term time or when stored over vacation, unless deposited in the student storage center.

FINANCIAL

A large part of the Academy's operating income is from th investment of its endowment funds. These funds have made i possible for many years to charge an inclusive fee lower than th cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds. The total annual cost to the Academy for each student is currently in the neighborhood of $4,400. Of this figure, $2,100 is met by the inclusive fee, leaving a considerable balance to be met by the income from invested funds, by gifts from alumni, parents, and from other sources.

Tuition Charges

The tuition for boarding students is $2,100; for day students (who must live in the Greater Lawrence area) $1,300: one half payable on October 1 for Fall Term, one fourth on January 1 for Winter Term, and one fourth on April 1 for Spring Term. Adjusted bills for scholarship students are payable on the same basis. An alternative to the above method of payment is that tuition may be paid in ten equal monthly installments starting September 1 and ending June 1. A service charge of ten dollars is made for this accommodation. Each student, when assured of admission, is required to make a deposit of $50, which is credited on his first bill.

The tuition charge of $2,100 covers instruction, board, room (including furniture and bed linen), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include charges for tutoring, Language Training, special instruction in music or athletics, medical insurance, dental care, special medical expenses, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property.

Bills for items not included in the regular school charge may be rendered at any time during the school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn. A student otherwise eligible for return in a given school year will not be allowed to register if his school account for the preceding year has not been paid in full. The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1, when billed. The balance remaining after charges for breakage have been deducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Medical Expenses and Medical Insurance

All minor illnesses and injuries are treated at the Isham Infirmary-Hospital by the Medical Director and his staff without charge, including, if required, routine laboratory tests and two days of hospitalization for each disability. Parents are responsible for the cost of out-patient surgery, medical consultations, dental care, x-rays, special laboratory tests, orthopedic appliances, and hospitalization at the Isham Infirmary-Hospital as detailed below.

For illnesses or injuries requiring hospitalization at the Isham Infirmary-Hospital beyond two days, a charge will be made, retroactive to the first day of the hospital confinement. A charge will be made for the treatment of all surgical cases at the Isham Infirmary-Hospital, and, if hospitalization is required, a charge will be made commencing with the first day. A charge will be made, commencing with the first day, for students returned to the Isham Infirmary-Hospital for post-operative care or convalescence after surgical or medical treatment at an outside hospital.

A personal family medical insurance policy will meet most costs of such Isham Infirmary-Hospital care. *The school strongly recommends that each student be provided with such coverage.*

A student medical insurance plan is available to parents. Coverage for old students commences on September 1, for new students when they arrive on the campus for the fall term. The school medical insurance applies only to medical expenses for treatment of students by physicians or hospital admission *outside* the Isham Infirmary-Hospital. It reimburses parents up to $650 for each accident or illness requiring treatment *outside* the school during the twelve months of the year, on campus and off. Reimbursement under this plan is paid in addition to any benefits to which a student may be entitled under any personal policy. Not infrequently the coverage from both kinds of policies is necessary to meet the total expenses on a protracted or involved illness.

Medical insurance coverage for each student is included in the 1967-68 tuition charge. Beginning in 1968-1969, the Academy will no longer include the cost of insurance in the tuition charge, but will offer the same coverage on an optional, extra-fee basis.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	$25.00 to	95.00
Pressing and cleaning		15.00
Medical Insurance (optional)	15.00 to	20.00
Books and supplies		40.00
Dues, publications, and charitable contributions		20.00
Breakage deposit (refundable)	0 to	25.00
Miscellaneous, including spending money		110.00
	$250.00 to	325.00

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Financial Aid (*see page 42 for basic policy*)

Scholarships vary in amount according to the applicant's need, ranging from $500 to the full amount of $2,100. In addition to the scholarship award, part of the cost of travel (within the continental limits of the United States) is borne by the school when a scholarship student lives more than about 400 miles from Andover. The travel allowance varies in amount from $25 to $175 for each round-trip, depending on the distance of the student's home from Andover.

Families whose need is not great but who, in the judgment of the Admissions and Scholarship Committee, are entitled to some financial assistance, will receive aid in the form of a loan. Such loans will not bear interest while the boy is at Andover, but interest at the rate of 3% per annum will be charged from the time of his graduation. Under normal circumstances repayment of the loan starts four years after the boy's graduation from Andover, at a time when, presumably, he has finished college. Normally, all awards of $500 or less will be made as loans. In some special cases loans for larger amounts may be arranged; in others, the award may occasionally be part outright grant and part loan.

The Committee requires the parents of all boys applying for financial aid to submit a complete report of their financial condition, which is kept confidential. All boys on the Scholarship List are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of, and deserve, the opportunities that they enjoy.

Every scholarship boy is expected to perform some useful service for the school in partial return for the aid he has received. Accordingly, the Bureau of Self-Help exercises control over all student employment, such as campus concessions and work in the various departments of the school. The revenue anticipated from such work is included in the overall scholarship budget. Although the boy can, in addition, find odd jobs about the school that will help him with his pocket money, he should not expect to earn any significant sum.

THE ANDOVER SUMMER SESSION

Now in its twenty-seventh year, the six-week Andover Summer Session complements the winter program of Phillips Academy by offering the same high standards of teaching and learning to a different student body. Its purpose is to provide for able boys and girls of high school age a summer experience that will deepen and extend their intellectual, aesthetic, and moral interests. The ideal of the Summer Session is to be a national public summer school, open to all who are well qualified. In 1967, the Summer Session enrolled 506 boys and girls from forty-eight states and six foreign countries, and, because of the scholarship program, from widely differing economic and social backgrounds.

The Summer Session offers no academic credit for any course and places little emphasis on grades. It is not a place to make up work or to strengthen weak academic backgrounds. Students have the opportunity to learn for the sake of learning, free from the pressure of grades, credits, and rank in class.

Because the student takes only one major course, in a field in which he has already demonstrated special interest and ability, the Summer Session offers an academic experience in depth that can rarely be obtained elsewhere. Language courses offer a concentrated opportunity to learn new skills; other courses offer subject matter or approaches rarely available in secondary schools, (*e.g.*, writing, architecture, anthropology, probability and statistics, Asian studies, invention). All students also work in English composition. Most take 18 hours of class each week; the particularly able may elect an additional 6-hour minor course.

The 1968 Andover Summer Session will open on Wednesday, June 26, and will close on Thursday, August 8. The Summer Session publishes its own catalogue, which may be obtained by writing to the Director of the Summer Session, Phillips Academy, Andover, Massachusetts 01810.

SCHOOLBOYS ABROAD

SCHOOLBOYS ABROAD, two programs conducted during the school year in Barcelona, Spain and Rennes, France form an integral part of the curriculum of Phillips Academy, Andover, and of the Phillips Exeter Academy, Exeter, N. H., and as such is a joint educational venture of the two academies. Its purpose is to provide for qualified secondary school Upper Middlers (11th graders) a year of intensive study of the Spanish or French language and culture, and at the same time the ordinary, full academic program. The programs are open to boys from any accredited secondary school. If the student satisfactorily completes the course, it is expected that he will return to complete his Senior year at the school he was previously attending. Those students, however, who complete the year abroad successfully are eligible for continuation in the 12th grade at Andover or Exeter, provided that they announce such intention at the time of original application.

Candidates must have completed a minimum of two years of study of secondary school Spanish or French by the date of sailing for Europe. The curriculum of the program parallels that normally available in college preparatory schools in the United States (with the omission of laboratory science). The courses in European History, Language and Culture, and Modern Literature are taught entirely in the language of the country by outstanding native teachers. The remaining courses are taught in English by two experienced members of the faculty of Phillips Academy, Andover, and/or of The Phillips Exeter Academy. One of the chief objectives of the language courses in particular, and of the program as a whole, is thorough preparation for honors work in the Senior year. Such preparation is ideally suited for those boys whose interest in Spanish or French is such that they may seek Advanced Placement in that subject.

Courses of the Spanish program are conducted in facilities of the Instituto de Estudios Norteamericanos, Via Augusta, 123, Barcelona, Spain. Those of the French program are conducted in the building of the Institut Franco-Americain, 7, Quai Chateaubriand, Rennes, France. Boys participating in either course live individually in native homes throughout each city.

SCHOOLBOYS ABROAD publishes its own catalogues (one for each program) which can be obtained by writing the Administrator, SCHOOLBOYS ABROAD, George Washington Hall, Andover, Massachusetts 01810.

COLLEGE ADMISSIONS

BECAUSE of the increasing pressures for admission to the most selective colleges and universities, most Andover seniors have found it advisable to make several applications to institutions of varying degrees of renown. In recent years approximately 62 percent of the Senior Class have been admitted to the college of their first choice. While the school makes every effort to see to it that a boy is admitted to a college appropriate to his needs and abilities, it does not and cannot guarantee him admission to the so-called prestige colleges.

College Matriculation of the Class of 1966

College	*Students*	*College*	*Students*
Amherst	6	Menlo	2
Boston University	2	Michigan	1
Brandeis	1	Middlebury	1
Brown	5	Montana State	1
Case	2	Naval Academy	1
Centre	1	New Hampshire	1
Chicago	3	New York University	2
Clark	1	North Carolina	13
Colby	3	Northwestern	1
Colgate	1	Oberlin	2
Columbia	8	Penn	7
Connecticut	1	Princeton	18
Cornell	2	Reed	1
Dartmouth	8	Rice	1
Delaware	1	Rochester	1
Dickinson	2	Stanford	12
Drew	2	Stetson	1
Duke	4	Syracuse	4
Georgetown	3	Texas	2
Hamilton	1	Trinity	4
Hartwick	1	Tufts	1
Harvard	47	Tulane	3
Holy Cross	1	Univ. of Washington	1
Illinois	1	Washington University	2
Knox	1	Wesleyan	5
Lafayette	1	Western Reserve	1
Lake Forest	1	West Point	1
Lawrence	1	Williams	6
McGill	1	William & Mary	1
Maine	1	Wisconsin	2
Marlboro	1	Wooster	1
M.I.T.	5	Yale	22

ADMISSIONS

GENERAL POLICY

PHILLIPS ACADEMY assumes that no boy will be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. The Constitution of the Academy states, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the Admissions and Scholarship Committee selects each year from approximately seventeen hundred candidates the two hundred and eighty-five most promising and deserving boys, even though many of them are unable to pay the full $2,100 all-inclusive fee. Among the entire student body, over two hundred and sixty boys receive awards averaging above $1,400. Thanks to the generosity of a large number of alumni and other friends, over $390,000 is available in 1968 to provide financial assistance for those who are judged eligible strictly on the basis of need. Of this amount over $130,000 is ear-marked for new boys.

The basic requirements for admission to Phillips Academy are evidence of sound character and a strong school record. Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Test (see page 45). Of considerable importance also is the candidate's relative physical, social, and emotional maturity. Because the Academy receives applications from many more qualified boys than it can admit, it must make selections on a competitive basis, with emphasis on character, personal qualifications, and promise.

The closing date for receiving applications is normally January 1 except for postgraduates. Strong priority is given to those candidates who complete the full admissions procedure by January 15. It is particularly important to take the December 9, 1967 administration of the Secondary School Admission Test.

Boys are admitted annually to each of the four classes in approximately the following numbers: ninth grade (Junior), 110; tenth grade (Lower Middle), 100; eleventh grade (Upper Middle), 50; twelfth grade (Senior and Postgraduate), 25. Unlike some schools the Academy does not consider attendance for the full four years essential. In fact, as the figures indicate, the Academy encourages tenth grade admission.

Because maturity is important in achieving success at Andover, a boy younger than fourteen at the time of entrance is often at a disadvantage physically, socially, or emotionally even though he may be well qualified academically. It is often, not always, better for such a boy to remain at his present school through the ninth grade and then attend the Academy for four years. Although a member of the Junior Class (ninth grade), he can generally move ahead academically in one or more subjects, benefiting at the same time from the social and physical advantages of living with his contemporaries.

The limited number of postgraduates admitted each year are treated in all ways as full-fledged members of the Senior Class.

Financial Aid

The policy is described on page 42. See page 37 for details.

PROCEDURE IN APPLYING

Each applicant must complete these four steps:

I. Submit the Preliminary Application and fee.
II. Have a personal interview.
III. Return the Final Application forms.
IV. Take the Secondary School Admission Test.
(See below for Senior Class candidates.)

Candidates who complete the four steps on time will be given priority. Except for postgraduates, candidates must normally make application before January 1 of the year of intended entrance.

Step I. *Submit the Preliminary Application and ten dollar fee.*

Time: *When the decision to apply is made.*

Use the Preliminary Application (and Geographical Card) at the back of the catalogue. The non-returnable ten dollar fee, payable to the Trustees of Phillips Academy, is required unless specifically waived by the Admissions Office.

Step II. *Have a personal interview.*

Time: *Preferably well before January 15 of the year of proposed admission.*

An interview is required of all applicants. A visit to the Academy is highly desirable as it gives the candidate a chance to have his questions answered and to see the school for himself. Student guides and admissions officers will do all they can to make the visit a pleasant and informative experience.

If a candidate cannot arrange such a visit, he or his family should make an appointment with a nearby Alumni Representative (see listing on pages 95-101). Appointments with an alumnus should be made directly with the man himself, not through the Academy office.

All appointments should be made in advance, preferably by telephone if the distance is not great. Calls to arrange appointments at the Academy should be made to the secretary in the Admissions Office, and *not* to the Director of Admissions. Tel.: 617-475-3400. Office hours: 9:00-5:00 Mondays through Fridays; 9:00-12:00 on Saturdays. The Admissions Office does not usually schedule interviews from January 15 to March 1.

Step III. *Return the Final Application Forms described below.*

They are normally mailed in mid-October to candidates who have completed Step I for admission the following fall.

Time: *Within one month of their receipt.* (Late postgraduate applicants should see that they are returned immediately.)

A. *The Student Questionnaire:* This form should be returned separately from the others.

B. *The Confidential Recommendation Forms:*

1) The blue form should be completed by the candidate's English teacher.

2) The yellow form should be completed by his mathematics or science teacher.

The teachers selected should be those who have taught the candidate within the past twelve months and know him best.

3) The white form should be completed by a person who has supervised him closely in a non-academic activity or job.

All three forms should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate. Additional reference letters from any source are welcome but not required.

C. *Final Application and School Record Form:*

After the parent or guardian has filled in the first page, the form should then be completed by the candidate's principal or guidance counselor. If the applicant has attended two schools within the past twelve months, the desired information should be supplied by the school at which he is better known.

All forms are to be returned directly by those who complete them. The candidate himself is responsible for determining that the forms are completed and returned on time. As an aid, the Admissions Office will send a notice to each candidate whose folder is incomplete as of January 1st.

Step IV. *Take the Secondary School Admission Test.*
(See below for Senior Class candidates)

Time: December 9, 1967.

The Secondary School Admission Test is required by all but candidates for the Senior Class. It is particularly important to take the December 9 administration of the test even though the candidate has taken it previously. It will be given on that day by the Educational Testing

Service at centers throughout the United States and many foreign countries. The test will be given also on February 3 and April 6, 1968, but the Academy can hold out little hope of providing room for boys who take it in February, and no hope at all for those who wait until April. The February and April dates can be used to provide a trial run for 1969 candidates.

Each applicant must complete a special form (supplied with the *Bulletin of Information for Candidates*) and be sure that it reaches the Educational Testing Service by the deadline dates listed in the Bulletin. The cost is $7.00 ($10.00 for candidates at foreign centers), payable to the Educational Testing Service. A *Bulletin of Information for Candidates* will be sent to all 1968 candidates who have filed the Preliminary Application Form. Others may obtain copies by writing to Secondary School Admission Test, Educational Testing Service, Princeton, N. J. 08540.

Special preparation or tutoring for the admission test is neither necessary nor advisable, but a regular program of general reading, perhaps a book a week beyond school requirements, may improve performance on the verbal sections. Though sample tests are not available, the *Bulletin of Information for Candidates* contains a few typical questions.

Candidates for the Senior Class must take, instead, the College Board Scholastic Aptitude Test, preferably the current December or January series (or the Preliminary Scholastic Aptitude Test if an eleventh grader), and request the College Board in writing *after* the test date to send Phillips Academy the results of *all* Board tests taken. A check or money order for $1.00 should accompany the request.

Acceptance Dates

By agreement with a number of schools, official notice of admission will not be mailed before February 15, and parents will not be required to confirm the admission, by deposit or otherwise, before March 15. However, as soon as a boy hears favorably from his first-choice school, he is expected to notify that school immediately and all others to which he has applied. This action will enable schools to release more letters of admission to waiting candidates.

Phillips Academy candidates for 1968 may expect notification of action as soon as possible after February 15, and certainly by March 15, on all fully completed applications. Successful candidates who decide to accept their admission are required to pay a non-returnable deposit of $50.00 (to be credited on the first school bill).

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory academic and general record.

Placement Examinations and Preparation for Them

Applicants who have been admitted to the Academy, and who have thereafter paid the required deposit, will normally be expected to write subject-matter placement examinations on or about Friday, May 10. The Admissions Office may exempt boys with outstanding records and Secondary School Admission Test results from all or part of this requirement. Those who do not live within commuting distance of Andover may write the examinations at their local schools. While no special preparation for the admission test is expected, outside study or tutorial assistance in anticipation of the placement examinations will usually be helpful. Sample placement examinations are supplied without charge by the Admissions Office upon receipt of the $50.00 deposit confirming acceptance of admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes, and to those upper class candidates who are currently studying the first year of Latin, French, Spanish, or Russian, the National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109, publishes each year, for $2.00 postpaid, a pamphlet entitled "*Definition of the Requirements for 19—.*" The pamphlet contains detailed subject-matter requirements in English, Mathematics, Latin, French, Spanish, and Russian for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the National Association of Independent Schools pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for the

Academy. Please note that Phillips Academy encourages but does not require the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students in early August, in the order in which their admission applications are filed. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have, in most cases, reached the age of fourteen by the September of matriculation. Normally, they will be asked to write a placement examination in mathematics which will cover arithmetic and some elementary algebra, but a boy whose eighth-grade course is a standard first-year, high-school algebra course should write instead the paper for entrance to Mathematics 2. Boys who are currently studying a foreign language should write the appropriate placement examination.

Lower Middle Class

For entrance to the regular work of the Lower Middle year placement examinations are required in algebra, and in foreign languages currently being studied. The work is described on page 54-78. In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy' Junior courses, and the sample examinations for entrance to Mathematics 2 and the second year of the appropriate foreign language which will be sent upon request without charge. Extra preparation may be advisable. Credit for the English, History, and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to the second- and third-year levels of a foreign language they are planning to continue at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, that cover the work of the Academy's lower years. Candidates who have taken College Boards should request the Board in writing *after* the test date to send the results to the Phillips Academy Admissions Office. A check or money order for $1.00 should accompany the request.

Postgraduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They must take the College Board Scholastic Aptitude Test, normally the current December or January series, or the Preliminary Scholastic Aptitude Test, and request the College Board in writing *after* the test date to send Phillips Academy the results of all Board tests taken. A check or money order for $1.00 should accompany the request.

COURSE OF STUDY

THE CURRICULUM of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

Two additional descriptions of the Andover curriculum, namely "Planning a Program of Studies at Andover" and "The Andover Honors Program," are available upon request.

See pages 54-78 for descriptions of all courses.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English
3 units of mathematics
3 units of one foreign language, either ancient or modern
1 unit of history, normally American
1 unit of laboratory science
*½ unit of ancient history in the Junior year
*½ unit of elementary science in the Junior year
3 units of elective courses
Bible in the Lower Middle year
Art or Music in the Upper Middle year
An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

* Qualified boys may take a second foreign language in place of these two minor courses.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)	*Periods a week*
English 1	5
Mathematics 1	5
Foreign Language 1	5
History 1	3
(or a second foreign language replacing History and Elementary Science)	
Elementary Science	3
Total	21

Lower Middle Year (10th grade)	
English 2	4
Mathematics 2	4
Foreign Language 2	5
*Elective (major)	4 or 5
Bible 1	2
Total	19–20

* One elective major in one of the three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

Upper Middle Year (11th grade)

	Periods a week
English 3	4
Mathematics 3	5
Foreign Language 3	4
*Elective (major)	4 or 5
Art or Music	2
Total	19–20

Senior Year (12th grade)

English 4	4
History 4 (American)	5
*Elective (major)	4 or 5
*Elective (major)	4 or 5
Elective (minor)	2
Total	19–21

Elective Majors

English 4S American Literature
English 4S Comedy
English 4S Novel and Drama
English 4S Prose and Poetry
English 4S Literature and Composition
English and Art 4S Contemporary Communication
Greek 1, 2, 3, 4
Latin 1, 2, 3, 4, 5
French 1, 2, 3, 4, 5, 6
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4, 5
Russian 1, 2, 3, 4
Chinese 1, 2
Biology
Basic Concepts of Science
†Chemistry
†Physics
†Science Honors
†Mathematics 4, 4c, 5, 6
†Art Major
†Music Major
†Religion
‡History 2
†History 3
†History 6-7

No credit is given for less than a two-year sequence in any foreig language.

Special Courses

Special courses designed to cover the work of two years in on are open to properly qualified Juniors in mathematics, French, an

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* One elective major in three upper years must be a laboratory science. If a secor foreign language was begun in the Junior Year, the elective in the Lower Middle Ye must be the second year of that language.

† Normally for Upper Middlers and Seniors only.

‡ Not permitted after the Lower Middle year.

Latin; and to Seniors in German, French, Greek, Russian, and Spanish.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in mathematics, Latin, and the modern foreign languages, designed to cover four years' work in three or five years' work in four; and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

Independent Projects for Seniors

With the approval of a faculty committee, a Senior may undertake a special project of independent work under the supervision of a member of the faculty in one of three ways: (1) for the Winter or Spring Term, in place of required athletics, (2) for the Spring Term, in place of the Senior elective minor, or (3) for the whole year, in place of the Senior elective minor.

Elective Minors (Mainly for Seniors)

English 4S Composition
English 4S Literature
Public Speaking
Studio Art
Advanced Studio
Chorus
Concert Band
Instrumental Lessons
Harmony
Introduction to Music
Orchestra
Politics of International Relations
Introduction to East Asia
Introduction to South Asia
Ethics
Philosophy
Mathematics L
Mathematics C
Mechanical Drawing
Navigation
Biology S
Chemistry S
Anthropology
Physics S
Latin S
Latin H
Greek T
German S
Spanish M

DESCRIPTION OF COURSES

ART

The courses in Art are organized to develop the visual perceptions of all students. The basic course, Studio Art, is normally taken by a boy in his Upper Middle year. He will have the opportunity in his Senior year to pursue his interests in an elective course. Occasional reading assignments, illustrated lectures, and original works of art displayed in the Addison Gallery complement the experience of class and studio.

STUDIO ART. Two hours. In its emphasis on observation, interpretation, and organization, the course is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours of class work count for two hours credit, with no outside preparation required. Along with drawing exercises and a brief historical survey, the student receives experience in photography and three-dimensional construction. Previous experience in art is not required.

ART MAJOR. Four hours. The course includes the Advanced Studio course and, in addition, two hours of seminar discussion. It allows a student to combine an interest in the practice of art with an interest in thinking and talking about culture in modern society. The year concludes with a brief experience in motion picture structure, exploring its creative and communicative possibilities.

ADVANCED STUDIO. Two hours. Meeting four hours a week in the studio, the course gives the student a chance to pursue interests he may have developed in Studio Art or elsewhere. Such interests may fall into the categories (more fully described below) of painting or drawing, sculpture, photography, architecture, furniture design, or film making. The student has the option of studying each art form for a minimum of one term, although most students prefer to stay with one discipline for the entire year. Studio Art is a prerequisite.

Painting. The student may develop expression in any medium of two dimensional design, such as oil, watercolor, collage, drawing. In addition, he is required to perform occasional exercises in an assigned medium (*e.g.*, tempera and gold-leaf). He receives constructive criticism from a practicing painter.

Graphics. As an adjunct to the Painting course, the Print Workshop encourages exploration of traditional as well as experimental technique in etching, drypoint, aquatint and woodcut.

Architecture. A design course based on the previous year's work in Studio Art, which involves the further exploration and application of concepts of human function and material structure on an architectural

scale. People, considered singly and socially, and materials, considered structurally and aesthetically, become central to the design process.

Furniture Design. A course in the design of the useful "thing," the implement of specific human purpose. Work in the shop necessitates consideration of materials, methods and machines to transform design ideas into concrete form.

Sculpture. Offers an opportunity to work in materials available to the sculptor today, such as wood, stone, metal, plastics, plaster. It is, therefore, possible for the student to develop into sculpture concepts already begun in Studio Art, as well as ideas drawn from his own experience. Individual criticism is stressed.

Advanced Photography uses techniques learned in Studio Art to continue work on individual projects, such as the photographic essay, development of one subject idea, study of lighting, presentation, or still-life material.

Filmmaking. An introduction to movie-making stressing an understanding of film structure. Work will be done in editing, writing and shooting. In addition, a survey of important films of all kinds will be viewed and critically analyzed to assist the student in developing his own work.

ART 4S. CONTEMPORARY COMMUNICATION. Eight Hours. A combined English major and art major designed to explore the relationships of visual and verbal media as a means of communication. Student reading in recent language, communications, and information theory is combined with writing within a wide range of stories, poems, plays, and essays as well as advanced studio work in painting, sculpture, photography, or architecture. Individual and group projects.

Eligible for the course in 1967-68 are: (1) those who have had Studio Art and have completed English 3X or 4; (2) those who elect an Art Major and obtain permission of the Chairman of the English Department to substitute Contemporary Communication for English 4.

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin; but boys interested in literature, archaeology, philosophy, or medicine might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

Greek 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek reader, or from the initial chapters of Xenophon's *Anabasis*.

Greek 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek;* Xenophon's *Anabasis,* ed. Mather and Hewitt (University of Oklahoma Press).

Greek 2. Five hours. The second year is occupied with selections from Xenophon's works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation. The texts are Xenophon's *Anabasis* (ed. Mather and Hewitt) and Plato's *Apology* and *Crito,* ed. Dyer and Seymour (Ginn & Co.).

Greek 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey.* After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read. The texts are Benner's *Selections from Homer's "Iliad"* (Appleton) and Hadley's *Euripides' "Alcestis"* (Cambridge University Press).

Greek 4. Four Hours. The fall term is devoted to selections from Herodotus, Hippocrates, Thucydides, and Plato; the winter to a play of Sophocles; the spring to selections from the Greek lyric poets.

Greek T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

Greek Composition. See notice under *Latin Composition.*

Latin

Latin 1. Five hours. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin,* by Alston H. Chase.

Latin 1-2. Five hours. Boys who are not ready for Latin 2, but whc make a high grade on the Advanced Latin I Entrance Examination, ma be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability. Texts as for Latin 1 and 2.

Latin 2. Five hours. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, but the reading is varied by selections from other Latin prose authors and from simple poetry. There is practice in sight translation and in prose composition. The texts are *An Intermediate Latin Reader,* by William J. Buehner, and John Colby's *Review Latin Grammar.*

Latin 3. Four hours. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. Selections from Vergil and one of the Comedies are read. The text is Gillingham and Barrett's *Latin: Our Living Heritage, Book III* (Charles E. Merrill Books).

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin.

Latin 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

Latin H. Two hours. Reading and discussion of the *Odes* of Horace and poems of Catullus, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics, and to their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

Latin S. Two hours. This course, less demanding than Latin H, is designed for boys who have completed Latin 3 and desire to keep in contact with the language through a minor course. The reading will be drawn mainly from the poetry of Ovid. The basic text is Dunmore's *Selections from Ovid* (McKay Co.).

Latin 5. Five hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* are read and the reading of Horace's *Odes* is begun, to be carried on through the second term. In the winter, two Roman comedies are read; and, in the spring, Catullus' poems and selections from Tacitus' *Annals*.

Accelerated Courses. At the end of the first term of Latin 1, students of high ability are offered the opportunity to join an accelerated section, Latin 1X. They will continue in Latin 2X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2X will obtain credit for only two years of Latin.

Latin Composition. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the principal literary types, and wide collateral reading. Classroom teaching is supplemented by conferences. Sections vary in size from ten to fifteen. After the Junior year, particularly able boys may enter honors sections and are encouraged to develop their special literary aptitudes.

In addition to assigned reading, students do collateral reading, guided by the English teacher. In all courses the Department encourages the writing of story, poem, and essay, and sponsors a series of prize competitions to stimulate interest in original writing.

English 1. Five hours. The work of the course, both in literature and composition, concentrates on narration and description. It does not include a study of formal grammar, though it treats practical matters of form and usage as necessary. A study of the growth of language, word formation, and etymology is part of the course. Whenever possible, the writing of non-expository themes corresponds with the literature under study, for example, the writing of fables along with the study of Aesop.

Representative texts: *A Book of Short Stories, The Tempest, Huckleberry Finn, Animal Farm, Lord of the Flies, Aesop's Fables, Narrative Poems.*

English 2. Four hours. The course concentrates on expository writing and on the acquisition of a critical and analytical vocabulary to be used in the study of the novel, short story, drama, poetry and the essay. All sections study generative and transformational grammar.

Representative texts: *Composition of the Essay*, by Hyde & Brown, *Great Short Stories*, ed. Schramm, *Henry IV* (*Part I*), *Richard II*, *The Face of a Hero.*

English 3. Four hours. English 3 divides into two courses, English 3R nd English 3L. English 3R is the normal course, a study of relatively modern works in the usual genres of drama, novel, poetry, and essay. All sections read *The Odyssey, Macbeth,* and a novel by Melville, Hawhorne or Hardy. Every section studies other works chosen by the teacher o enlarge experience in reading and writing. English 3L undertakes a more formal study of literature in an historical context. Texts and authors studied are *The Odyssey, Oedipus the King, Macbeth, Hamlet,* Metaphysical Poetry, Milton, *The Rape of the Lock, Gulliver's Travels,* Wordsworth, Keats, a novel of Melville, Hawthorne, or Hardy, and a modern drama. These represent roughly half the study of literature in the course. The other half is of the individual teacher's choosing.

English 4. Four hours. Those who have completed English 3R take English 4 or English 4 Honors, which have as their core the texts and authors listed under English 3L except for *The Odyssey, Macbeth,* and a novel by Melville, Hawthorne, or Hardy. Those who have completed English 3L may take any one of a number of specialized courses, called English 4S, which will vary from year to year. Those offered in 1967-68 are described below.

English 4S. Prose and Poetry. Four hours. This honors course is designed as an investigation of contemporary trends in prose fiction and poetry, with corroboration in the field of drama. The emphasis is chiefly technical and critical: how to approach a text, how to read it, how to evaluate it, how to see it in its proper context. The course concentrates upon a few typical works, with extensive collateral reading.

English 4S. American Literature. Four hours. A course in American Literature. The anthology for class use is *A College Book of American Literature,* edited by Ellis, Pound, Sophn, and Hoffman.

English 4S. Comedy. Four hours. The course explores the assumptions that comedy and tragedy are akin and that comedy illuminates the human situation in ways that tragedy does not. An examination of the nature and importance of the comic spirit in the dramatic comedy of classical Greece, Rome, the Middle Ages, the Renaissance, the Restoration, the eighteenth, nineteenth and twentieth centuries. It is essentially a reading course, but the student will write occasional papers and see on the stage as much comedy as opportunity and the metropolitan Boston stage will allow.

English 4S. Novel and Drama Seminar. Four hours. Most of the readings of this course are major works of modern literature, principally the works of Lawrence, Faulkner, Camus, Updike, O'Neill, Eliot, Brecht, and Albee. The student has the opportunity to study the "world" of each writer and to compare it with that o fthe others. In order that he may have a basis for comparison with the writing of the past, he also studies Dostoyevsky's *The Brothers Karamazov* and Shakespeare's *King Lear.*

English 4S. Composition. Two hours. A course in which the students write at least once a week and submit at least one finished work at the end of each term. Class hours are spent chiefly in the analysis and discussion of work submitted by members of the class.

English 4S. Literature. Two hours. A course in which students read the works of a number of modern authors, American and foreign. Each student pursues a program of reading designed specially for him in conferences with the instructor. Classes are devoted in part to conferences and in part to reports on reading, either prepared or spontaneous.

Note: English 4S Composition and English 4S Literature may be taken together to constitute a major course of four hours.

English 4S. Contemporary Communication. Eight Hours. A combined English major and art major designed to explore the relationships of visual and verbal media as a means of communication. Student reading in recent language, communications, and information theory is combined with writing within a wide range of stories, poems, plays, and essays as well as advanced studio work in painting, sculpture, photography, or architecture. Individual and group projects.

Eligible for the course in 1967-68 are: (1) those who have had Studio Art and have completed English 3X or 4; (2) those who elect an Art Major and obtain permission of the Chairman of the English Department to substitute Contemporary Communication for English 4.

HISTORY

The courses in history have two purposes. They are arranged to provide information in company with other subjects; they are developed consecutively to give increasing experience in precision of thinking and to train students in the logical expression of what they know. The system of courses is scaled during the first year to the potentialities of the younger students, stressing the topical approach; it becomes increasingly mature and analytical during the succeeding years.

History 1. Ideas in Motion. Three hours. The course is designed to provide Juniors with a series of stimulating examples of man's development and culture. The focal point is man's experiences and ability to adapt circumstances to his needs, to work with others for common purposes. With this objective, the course shows man in several environments: Man and the Land—Geography; Man's Entrance into History—the River Civilizations; Man Makes a Living—Economics; Man Organizes with Others—Government; Man Tries to Understand the Unknown—Religion; Man Resorts to Force—War; Man Utilizes Nature—Science.

The contribution of ancient civilizations is usually the starting point of each topic, which is carried through to modern times. By this technique the boy is able to relate his work to some degree to his own experiences. Lectures on aspects of specific topics are occasionally given to prepare the boy for later work in this method.

Each topic is approached through textual and supplementary readings, class discussions, and training in essay writing. Illustrative material—films, slides, displays—is used wherever possible. Students are encouraged to pursue their own special historical interests through reports, papers, and projects.

Text: Wallbank and Taylor, *Civilization Past and Present* (Scott Foresman). Supplementary books: Smythe and Brown, *Elements of Geography* (Macmillan); the editors of *Life, The Epic of Man* (Time); Davis, *A Day in Old Athens* (Allyn & Bacon); Burlingame, *Machines that Built America* (Signet Key); Bradley, *A Guide to the World's Religions* (Prentice-Hall); Butterfield *et al, A Short History of Science* (Doubleday Dolphin); Pratt, *Battles that Changed History* (Doubleday Anchor).

HISTORY 2. GREAT MEN AND THEIR AGES IN WESTERN HISTORY. Four hours. For Lower Middlers. The course is a study of outstanding people the significant ages in the history of Europe and America.

The course surveys the general characteristics of a given historical period, examines selected areas for particular aspects, and focuses on the significant contributions of outstanding people. First, the course views the Renaissance-Reformation from 1450 to 1550 centered on the Italian and German states while emphasizing Michelangelo, Luther, and Machiavelli. Next, the Age of Reason during the 17th Century is surveyed through a study of French political, economic and cultural patterns as these were influenced by Richelieu and Louis XIV. A third age for study is the 18th Century Enlightenment in England. These three ages are tied together through a study of the exploration and colonization of America beginning with the Columbus discoveries, moving to La Salle's grand design and ending with the American, Benjamin Franklin.

The student learns the disciplines of outlining, notetaking, map reading, defining, identifying, analyzing and organizing evidence to prove generalizations. He is introduced to historical relationships such as time-place, means-ends, cause-effect and coincidental. In his expression he is instructed how to distinguish between relevant and irrelevant data, to use sufficient and accurate evidence for proof and to make effective, concise generalizations.

The course uses films, slide-tapes and maps. Lectures are presented by specialists.

Texts: Brinton, Christopher and Wolff, *A History of Civilization* (Prentice-Hall); *Age of Exploration, Renaissance, Reformation, Enlightenment* (Time-Life Books). Supplementary books: S. Morison, *Christopher Columbus, Mariner* (Mentor Books); R. Coughlan and Editors of Time-Life Books, *The World of Michelangelo* (Time Inc.); R. Bainton, *Here I Stand, A life of Martin Luther* (Mentor Books); Machiavelli, *The Prince* (Mentor Books); C. V. Wedgwood, *Richelieu and The French Monarchy* (Collier Books); F. Parkman, *La Salle and the Discovery of the Great West* (Signet Classics); W. H. Lewis, *The Splendid Century* (Anchor Books); C. G. Robertson, *Chatham and the British Empire* (Collier Books); L. Kronenberger, *Kings and Desperate Men* (Vintage); V. W. Crane, *Benjamin Franklin and a Rising People* (Little, Brown).

HISTORY 3. MODERN EUROPE. Four hours. For Upper Middlers. The course is a background survey from the 15th century to the end of the 18th century, and an intensive study of events and periods from the French Revolution to the present day. The course is chronological and deals with significant issues. The Development of Absolutism; Constitutionalism; Problems of the Balance of Power; the French Revolution and the Napoleonic Empire; Rise of the Middle Class; the Challenge of Socialism; Imperialism of the 19th Century; the Germany of Bismarck; the Diplomacy of World War I and the Peace Settlement; the Russian Revolution and the Soviet Union; the Dictatorship and Politics of Fascist Italy and Nazi Germany; World War II and the Search for Security; the Cold War; Issues of Foreign Policy of the United States and the Soviet Union.

The course prepares for the Advanced Placement examination in European History.

Texts: Palmer & Colton, *A History of the Modern World* (Knopf); Goldwin Smith, *A History of England* (Scribner); Hall & Davis, *The Course of Europe Since Waterloo* (Appleton-Century); Black & Helmreich, *Twentieth Century Europe* (Knopf); David Thomson, *Europe Since Napoleon* (Knopf); H. S. Hughes, *Contemporary Europe: A History* (Prentice-Hall). Supplementary readings: L. B. Packard, *The Age o Louis XIV* (Holt); J. H. Plumb, *England in The Eighteenth Centur* (Pelican); G. LeFebvre, *The Coming of The French Revolution* (Vintage); R. L. Heilbroner, *The Worldly Philosophers* (Simon and Schuster) H. Holborn, *The Political Collapse of Europe;* E. H. Harbison, *The Ag of Reformation* (Cornell); Voltaire, *Candide* (Bantam); R. L. Heilbroner *The Future as History* (Prentice-Hall). Readings and documents i European History are edited and supplied to the students by members o the department.

HISTORY 4. THE UNITED STATES. Five hours. For Seniors. The cours opens with the American Revolution and proceeds through the transitio from Confederation into Federal Union, from conflict and division to re union, and the growth of the United States as a world power. It close with events of the present time. It surveys the westward movement, th plantation system, the development of industry, the labor movement, an the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upo geographical, economic, social, and governmental problems; the career of eminent men are examined in relation to these problems. Much atten tion is given to historical decisions of the Supreme Court. Matters o literary, intellectual, religious, and philosophical import are indicated bu not stressed. Students with a satisfactory average may with permissio elect to write a paper in lieu of the final examination.

Texts and reference works:

General: Morison and Commager, *The Growth of the American Republic;* Randall, *The Civil War and Reconstruction;* Hacker and Kendrick, *The United States Since 1865;* Mitchell and Mitchell, *American Economic History;* Malone and Rauch, *Empire for Liberty;* Blum, *The National Experience.*

Source Books: Commager, *Documents of American History;* Bartlett, *The Record of American Diplomacy.*

Special Histories cited frequently: Bailey, *A Diplomatic History of the American People;* Bemis, *A Diplomatic History of the United States;* Kelly and Harbison, *The American Constitution;* Swisher, *American Constitutional Development;* Pratt, *History of United States Foreign Policy;* Nettels, *The Roots of American Civilization;* Agar, *The Price of Power;* Allis, *Government Through Opposition;* Brogan, *Era of Franklin D. Roosevelt;* Faulkner, *From Versailles to the New Deal;* Frederick, *Slavery and the Breakdown of the American Consensus;* Ganley, *The Progressive Movement,* James, *The Supreme Court in American Life;* Lippmann, *U. S. Foreign Policy;* Lyons, *Idealism & Realism in Wilson's Peace Program, Presidential Power in the New Deal;* Van Deusen, *The Jacksonian Era;* Winks, *The Cold War;* Deglar, *Out of the Past.*

Special historical works cited at appropriate places in the Syllabus: The Turner and Dunning volumes of the older *American Nation Series;* Miller, *The Origins of the American Revolution;* Corwin, *John Marshall and the Constitution;* Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt;* Allen, *Lords of Creation;* Corwin, *The Constitution and What It Means Today;* Mason & Leach, *In Quest of Freedom;* R. Hofstadter, *American Political Tradition.*

HISTORY 5. POLITICS OF INTERNATIONAL RELATIONS. Two hours. An elective course for Seniors. The emphasis is upon the politics of 20th-century nations and their effects upon United States foreign policy and international relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the causal relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas; Modern Europe; the Soviet Union; China; Emerging Africa; Latin America; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings will be selected from Overstreet, *What We Must Know About Communism;* Crossman, *The God That Failed;* Benton, *The Voice of Latin America;* White, *Thunder Out of China;* Shepherd, *Politics of African Nationalism;* Fulbright, *Prospects for the West;* Fulbright, *New Myths and Old Realities;* W. Nielson, *Africa;* Harrison Salisbury, *Russia;* Tad Szulc, *Latin America;* Tannenbaum, *Ten Keys to Latin America;* Durdin, *Southeast Asia.*

HISTORY 6. INTRODUCTION TO EAST ASIA. Two hours. Open to Upper Middlers and Seniors. It is the purpose of the course to introduce American students to Asia through study and critical examination of the histories of China and Japan. While the approach is essentially historical, considerable emphasis is placed upon East Asia's anthropology, philosophy, religion, literature and art. Topics covered include East Asia: The Setting and Geographical Beginnings, Thought and Religion, The Social Fabric, The Political Tradition, The Alien Impact, China in Revolution: First Phase, The Modernization of Japan, China in Revolution: Second Phase, New Order in Eastern Asia, China in Revolution: Third Phase.

The course consists of readings, lectures, audio-visual materials, map exercises, and work projects. Textual and supplementary readings are taken from such works as Fairbank, J. K., *The United States and China;* Reischauer, E. O., *Japan's Past and Present;* Michael and Taylor, *A History of the Far East in Modern Times;* M. C. Yang, *Chinese Village;* Tsao, *Dream of the Red Chamber;* Snow, *Red Star Over China.*

History 7. Introduction to South Asia. Two hours. Open to Upper Middlers and Seniors. The purpose of the course is to introduce American students to Asia, through study and critical examination of the histories of India and Pakistan. The approach is essentially historical, but considerable emphasis is placed upon the area's anthropology, philosophy, religion, literature and art. Topics covered include India and Pakistan: Setting and Early Culture, Thought and Religion Prior to the Coming of Islam, the Nature of Indian Society, Patterns of Pre-Mughal History, The Mughal Empire, The British in India, Modern India and Pakistan.

The course consists of readings, lectures, audio-visual materials, map exercises and work projects. Textual and supplementary readings are taken from such works as Spear, P., *India: A Modern History;* Brown, W. N., *The United States and India and Pakistan;* Nehru, J., *The Discovery of India;* Forster, E. M., *A Passage to India;* deBary, W. T., *et al Sources of the Indian Tradition;* Markandaya, K., *Nectar in a Sieve.*

History 6-7. Introduction to Asian Civilizations. Four hours. History 6 and History 7 may be combined to form a major course.

MATHEMATICS

The courses in mathematics have two purposes. The first is to give th student at each level an appreciation of the mathematical structure an thus of the essential aesthetic quality of the mathematical field in whic he is working. The second but equally important purpose is to assure a bo a command of the appropriate technical skills without which he cannot g on in higher courses in school or college. Each year constant and consisten problem work helps to make concrete the abstract ideas of mathematic Each year an attempt is made to give the student an idea of the way i which mathematical ideas grow repeated abstraction and generalizatio from the physical phenomena with which he is familiar.

Thus the study of algebra begins with the properties of the natur numbers of arithmetic and progresses to the study of the integers, th rational numbers, the irrational numbers and an introduction to the real and complex numbers. An introduction to the concept of proof in simple algebraic and geometric situations is made early in the first two years. Later these ideas are sharpened and extended in both fields. A basic concern with relations and functions of numbers paves the way for a systematic study in the last two years of a variety of continuous and discrete functions.

Besides its regular sequence of courses the Department provides accelerated and advanced courses for those boys able and willing to move faster than normal.

MATHEMATICS 1. FIRST YEAR ALGEBRA. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Johnson, Lendsey and Slesnick's *Algebra* (Addison-Wesley).

MATHEMATICS 1A. Five hours. A course for boys who have had approximately a half year of algebra in the eighth grade. At the end of the fall term, qualified boys are invited into the newly formed sections of Mathematics 1X. Texts are the same as those in Mathematics 1.

MATHEMATICS 1X. Five hours. A course for very able students who wish to begin an accelerated program in mathematics. It is formed at the end of the fall term of boys in Mathematics 1A. If followed by Mathematics 2X, it enable a student to enter Mathematics 4 in his third year. A major portion of geometry will be covered. Texts are the same as those in Mathematics 1 and 2.

MATHEMATICS 2 SPECIAL. Five hours. A course designed for Juniors and those entering Lower Middlers who have had a full year of algebra but have not covered well enough such topics as inequalities, the postulates and elementary structure of algebra, number systems, etc., to be fully ready for Mathematics 2. After special review in such phases of algebra, the course undertakes the regular work of Mathematics 2, completing it by the end of the year. Texts used will be the same as those in Mathematics 1 and 2.

MATHEMATICS 2. GEOMETRY. Four hours. This course covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, the natural extensions to solid geometry are made. At the end of the year the student will have a knowledge of methods of proof and of geometrical facts and concepts in both two and three dimensions. Text: Moise, Down's *Geometry* (Addison-Wesley).

MATHEMATICS 2XA. Five hours. The prerequisite for the course is Mathematics 1X. Work in geometry is continued and that of Mathematics 3 is undertaken. Students who finish the course satisfactorily are in general required to take one more year of mathematics (usually Mathematics 4, in rare cases Mathematics 4C) to fulfill the school's diploma requirement. Texts used are those of Mathematics 2 and 3.

MATHEMATICS 2XB. Five hours. An accelerated course enabling a boy starting in Mathematics 1 to have an opportunity to take the calculus without sacrificing the work in Probability and Linear Algebra of Mathematics 4. With Mathematics 4X it provides a sequence that by the end of the Upper Middle Year completes Mathematics 2, 3, and 4. Mathematics 2XB is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2XB and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior Year. The texts are those of Mathematics 2 and 3.

MATHEMATICS 3. Five hours. Algebraic analysis and elementary trigonometry. The course continues the work in the algebra of real numbers begun in Mathematics 1. It extends and develops the ideas of mathematical structure and methods of proof met in Mathematics 2. It emphasizes the study of the elementary functions: algebraic, exponential, logarithmic and trigonometric. It also covers the elements of analytic trigonometry. Texts: *Notes on Fields and Functions* (Phillips Academy); Fisher & Ziebur's *Integrated Algebra and Trigonometry* (Prentice-Hall).

MATHEMATICS 3G. Five hours. A course in geometry for entering students who have had two years of algebra. The course strengthens the student's background in algebraic analysis and in trigonometry to correspond to the work done in Mathematics 3. The texts are those of Mathematics 2 and 3.

MATHEMATICS 4. Five hours. The regular senior course in Mathematics. It will consist of work in elementary probability and statistics, linear algebra, and limits of simple series and sequences. Besides opening up fields of mathematics increasingly important for industrialists and social scientists, the course will increase a boy's mathematical maturity and will lay a strong foundation for study of the calculus in college or in Mathematics 5. Entering students who have not had trigonometry will be placed in a special section. Texts: Mosteller, Rourke and Thomas' *Probability* (Addison-Wesley); Murdock's *Analytic Geometry* (John Wiley & Sons).

MATHEMATICS 4C. Five hours. A course in analytic geometry and the calculus open to selected students who have finished Mathematics 3 or 3G and for whom an early start in calculus is justified by their need for it in their study of physics and chemistry. The course will move somewhat more slowly than Mathematics 5 because of the lower mathematical background of its students, but by the end of the year, most of the boys should be ready for the Advanced Placement Examination in the Calculus. Text: Protter, Morrey's *Calculus and Analytic Geometry* (Addison-Wesley).

MATHEMATICS 4X. For details of the course see the description of Mathematics 2XB above. Completion of Mathematics 4X meets the college requirements for four units of mathematics.

Mathematics 5. Calculus With Analytic Geometry. Four hours. he course corresponds to the introductory course in calculus given in any colleges and universities. It is open to those who have completed e regular four-unit sequence in secondary school mathematics. Cometion of the course offers a student the opportunity to qualify for lvanced placement in college mathematics. Text: Moise's *Calculus*, Part I ddison-Wesley).

Mathematics 6. Advanced Mathematics. Four hours. A course degned to meet the needs of students who have completed a course in alytic geometry and calculus and who have demonstrated a strong inrest in the further study of mathematics. The course aims at exploring w ideas, fundamentally unanticipated in lower courses, while keeping d ideas alive as much as possible through maximum use of the calculus d of function ideas. The course is augmented by frequent use of the mputer. Text: Kemeny, Mirkil, Snell and Thompson, *Finite Mathetical Structures* (Prentice-Hall, 1959).

Mathematics L. An Introduction to Modern Algebra. Two urs. An elective course open to Seniors who have finished at least three rs of mathematics. It may be taken simultaneously with either Mathetics 4, 4C or 5, since it does not duplicate, but supplements, the work ne in those courses. The purpose of the course is to provide an introducn to systematic development of algebraic structures that include groups, gs, fields, and vector spaces; and to study those topics most useful in applications of Modern Algebra to other branches of mathematics. xt: McCoy's *Introduction to Modern Algebra* (Allyn and Bacon).

Mathematics C. Programming and Use of a Computer. Two urs. An introduction to the use of computers in mathematics, science, gineering, medicine, business, and other fields. A study of what the mputer can and cannot do. The course is both theoretical and practical. ograms written by the student may be tried on a large-scale computer ailable at all times through a teletype machine located in the classroom. e course will also consider elementary machine language and simple mpiling languages.

MECHANICAL DRAWING

Two hours. A technical drawing course, which includes the use of wing instruments and the study of geometric constructions, orthophic projection, descriptive geometry, spacial relations, isometric and lique pictorial projections, developments, assembly and detail engineer drawings. Special stress is placed on a thorough mastery of fundantal concepts and skills. Students of special ability are given an oppornity to do more advanced work in a related field of their choice. The xt is French and Vierck's *Graphic Science*, supplemented by motion tures.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for admission to college. For graduate study, and particularly for the Ph.D. degree, French and German are frequently required.

Chinese

Chinese 1. Four hours. Open to Upper Middlers who will be expected to continue with Chinese 2 in the Senior year. The course, using essentially the Yale method of instruction, puts emphasis upon both the oral and the written language.

Chinese 2. Four hours. Open to Seniors who have sucessfully completed Chinese 1. Chinese 2 works toward increased mastery of the written and oral language in preparation for advanced work at the college level.

French

The French Department offers a six-year course of study. The first four are devoted to teaching the students to understand and to speak the language as well as to read and write it. The methods employed parallel as closely as possible the natural order of language learning: hear it first, then say what you have heard, next read and, finally, write. Pronunciation, articulation, rhythm and fluency receive constant emphasis throughout each year. At no time does the Department teach the art of translation. French is used exclusively in the classroom, at all times and under all circumstances, and from the very first day. In the fifth year, students take a Freshman-level course, a survey of French literature and the study of key writings from French classical authors, in preparation for the Advanced Placement examination.

Students who demonstrate unusual aptitude for and interest in th language during their first term of study are invited to enter special "X' sections which move ahead more rapidly without demanding more time Those who successfully complete this accelerated course of study receive four units of credit after three years of study. There is also a specia fourth-year class for gifted students which prepares for Advanced Placement. Thus certain students are able to do college-level work after onl three, and sometimes only two, years of study.

French 1. Seven hours. For the first half year, the course has no book Then, Robin & Bergeaud, *Le Français par la méthode directe* is use Classes, limited to 15, meet seven times a week, with two different instructors, and are expected to spend two hours a week working wit records and tapes. The goal is to develop listening comprehension and th basic patterns of French speech. The method is the adaptation of FLE techniques to older students.

French 1-2. Five hours. For new boys who do not qualify fo French 2, yet who have too much French to start again at the beginnin t the end of the first term, those who find the pace too swift drop back o French 1A. Those who successfully complete the course enter French the following year. Texts: Mauger, *Cours de langue et de civilisation rançaises,* Book I, and the *Anthologie,* a collection of French stories, both ast and contemporary, which has been compiled by the members of the epartment.

French 1-2 S. Six hours. Restricted to Seniors who have not previously tudied the language. The course covers the work of the first two years of he normal sequence.

French 1A. Five hours. For new boys whose knowledge of French s too slight to qualify for admission to French 1-2, yet who have had too nuch to start over again. The course emphasizes development of the ural-oral skills and prepares for French 2A the next year.

French 2. Five hours. While continuing to develop the audio-lingual kills, the aim in the second year is to teach reading, to develop the ability o understand non-technical French prose without recourse to translation. esides the X sections for the most able, there are regular sections for hose who have begun their French at Andover; "A" sections for those ho come from other schools and have been taught by audio-lingual echniques, and also for those who have completed French 1A; and B" sections for new students who have had enough French to qualify for second-year course, but who have been taught by grammatical-translaion methods. Texts: Couture, *Le Français Vivant,* Book II; *Anthologie.*

French 3. Four hours. Continuing to develop the three skills of stening comprehension, speaking and reading, the third-year course also tresses writing and the beginnings of reading for critical analysis. Texts: angellier, *Précis de Grammaire;* Pagnol, *Topaze;* Aveline, *La Double-ort de Frédéric Belot;* Gide, *La Symphonie pastorale.*

French 4. Four hours. Primarily a course in language, French 4 introuces the student, through readings in Book IV of Mauger and complete ditions of standard French authors, to contemporary French culture as ell as to its literature from *La Chanson de Roland* to Sartre.

French 5. Five hours. The course prepares for Advanced Placement. here are two-hour minor courses in French for those whose study prorams do not permit a major course: French 3-Minor for those with two nits of credit; French 4-Minor for those with three; and French 5-inor for those with four. There is also a seminar course, both four- and wo-hours, French 6, for those who have successfully completed the dvanced Placement courses (French 4H or 5-Major). Those who are in it rrange a special tutorial program with a member of the Department.

Senior French Project. Seniors taking an advanced French course ay do apprentice teaching during either the Winter or Spring term. They tudy the techniques and methods of modern language instruction; and ractice, under careful supervision, in beginners' classes.

German

The German Department offers a five-year course with the purpose o developing the ability to understand spoken German, facility in speaking reading fluency, the ability to write German correctly. The more advance courses also give an introduction to German literature since the eighteent century.

From the first meeting, all classes are conducted in German. English i never used as the classroom language.

The Department offers an accelerated course for students who sho unusual ability in German 1. After completion of German 2X, thes students enter German 4 and receive four units of credit after three year of study.

German 1. Five hours. The beginning course seeks to develop aur comprehension and oral expression. The basic patterns of the languag are practiced by repetition and variation. Texts: Schulz-Griesbach *Deutsche Sprachlehre für Ausländer* (*Grundstufe, Erster Teil*); Schulz Griesbach, *Leseheft für Ausländer*.

German 1-2. Six hours. The course is designed for qualified Senio and Upper Middlers who wish to complete in one year the material covere in German 1 and 2. It follows approximately the outline of those tw courses.

German 2. Five hours. The systematic study of basic patterns continued with Schulz-Griesbach, *Deutsche Sprachlehre für Ausländ* (*Grundstufe, Zweiter Teil*). Both close and comprehensive reading modern German prose is practiced extensively. Elementary writing introduced at this level, mostly in the form of summaries of the readin material. Some of the books read include Kessler, *Kurze Geschichte* House and Malthaner, *Helles und Dunkles;* Schnitzler, *Der blin Geronimo;* Dürrenmatt, *Der Richter und sein Henker.*

German 2X. Five hours. An accelerated course for qualified st dents, covering material of both German 2 and German 3. Successf completion enables a student to enter German 4, but gives only the sa unit credit as German 2.

German 3. Four hours. Throughout the year grammar and writing reviewed in Lederer-Neuse, *Kleines Aufsatzbuch.* Some of the books re include Fleissner & Fleissner, *Deutsche Literaturlesebuch;* Aichinger, *D Gefesselte und andere Kurzgeschichten;* Zuckmayer, *Das Kalte Lic* Emphasis is placed on reading, comprehension, vocabulary building, a written work.

German 4. Five hours. Introduction to German Literature. Throu detailed stylistic analysis of a number of outstanding works, the stude gain an acquaintance with some of the major authors and most significa trends in German literature since 1750. The works read include Lessi

Nathan de Weise; Goethe, *Werther, Urfaust* and *Iphigenie;* Schiller, *Maria Stuart;* Eichendorff, *Aus dem Leben eines Taugenichts;* Heine, *Ausgewählte Gedichte;* Keller, *Kleider Machen Leute;* Rilke, *Ausgewählte Gedichte;* Mann, *Tonio Kröger;* Kafka, *Das Urteil* and *Vor dem Gesetz.* Qualified students take the Advanced Placement Examination at the end of the course.

GERMAN 4M. Two hours. For Seniors who wish to continue German as a minor subject. Contents vary according to the needs of the students.

GERMAN 5. Four hours. Contents vary according to the needs and interests of the students. Probable texts: Steinhauer, *Deutsche Kultur;* Neuse, *Deutscher Sprachgebrauch.*

Russian

The courses in Russian develop skill in speaking, aural comprehension, reading, and writing. The structure of the language is explained systematically.

RUSSIAN 1. Five hours. An elementary course in speaking, reading, and writing Russian. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); Dawson, *et al, Modern Russian I* (Harcourt); *Graded Russian Readers* (Heath). Coordinated drill with tapes in the language laboratory. Open to Juniors, Lower Middlers, and Upper Middlers.

RUSSIAN 1-2. Six hours. An accelerated elementary course, presenting the principal features of Russian in one year, with intensive practice in speaking, reading, and writing. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); *Graded Russian Readers* (Heath). Coordinated drill in the language laboratory. Open to Seniors and, with the approval of Class Officers, to Upper Middlers with a satisfactory record in another foreign language.

RUSSIAN 2. Five hours. Completion of the elementary course, with continued emphasis on active use. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); Dawson, *et al, Modern Russian II* (Harcourt); Katzner, *A Russian Review Text* (Random House); *Graded Russian Readers* (Heath).

RUSSIAN 3. Four hours. Reading, conversation, and writing, based on a variety of authors. The texts include: *ALM Russian, Level Four* (Harcourt); *Ballad of a Soldier* (Harcourt); Katzner, *A Russian Review Text* (Random House); and selected literary editions.

RUSSIAN 4. Four hours. Advanced reading, conversation, and composition. The texts include Turkevich, *Masterpieces of Russian Literature* (Van Nostrand).

RUSSIAN 4M. Two hours. For Seniors who have completed Russian 3. Contents vary according to the needs of the students.

Spanish

The Department of Spanish offers a regular sequence, normally of four years, but able students, by accelerating, may take five courses. The aim is to teach students to understand the language and to speak it fluently. Spanish is used constantly in the classroom. The students are also taught to read and write the language with ease, and are given a comprehensive introduction to the literature of Spain and South America.

Spanish 1. Five hours. In keeping with the new audio-lingual approach, this course stresses understanding and speaking the Spanish language, with a minimum of English used in the classroom. The Holt series, beginning with *Entender y Hablar,* by LaGrone, McHenry and O'Connor, provides the basic texts. They are supplemented by language laboratory practice and other audio-visual materials. Reading and writing are introduced after the student has acquired considerable oral fluency.

Spanish 1-2. Six hours. Designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. Texts: *Entender y Hablar* and *Hablar y Leer,* both by LaGrone, McHenry and O'Connor (Holt, Rinehart and Winston), and *El Gesticulador* by Usigli (Appleton-Century-Crofts).

Spanish 2. Five hours. A continuation course that emphasizes speaking, reading, simple theme writing and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed, in accordance with the principles of the audio-lingual method. The basic text is the second book of the Holt Series, *Hablar y Leer,* by LaGrone, McHenry and O'Connor. Ample language laboratory practice and audio-visual materials reinforce classroom procedures.

Spanish 2X. Five hours. Open to students who have completed Spanish 1 with honors. It covers the equivalent of the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2. Texts, supplemented by additional reading, include: *España y su Civilización,* by Ugarte (Odyssey); *Pensativa,* by Goytortúa (Appleton-Century-Crofts); and *El Sombrero de tres picos,* by Alarcón (Macmillan).

Spanish 3. Four hours. An advanced course, which continues to develop oral and aural skills as well as facility in written composition. Texts (supplemented by additional reading) *Gramática Española de Repaso,* by Ugarte (Odyssey); *Pensativa,* by Goytortúa (Appleton-Century-Crofts) *Sombrero de Tres Picos,* by Alarcón (Macmillan); and *Leer, Hablar y Escribir,* by Keese, LaGrone and O'Connor (Holt, Rinehart and Winston)

Spanish 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are *Poesía Española,* by Marín (Las Américas Publishing Company); *Doña Perfecta,* by Galdós (The Laurel Language Library); and *La Barraca,* by Blasco Ibañez (Macmillan). Novels, plays and essays found in such collections as *Biblioteca Clásica Ebro* and *Clásicas Castellanas* will also be read.

Spanish 5. Five hours. A course for students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon various periods and genres of Spanish and Spanish American Literature, such as *Las novelas ejemplares,* by Cervantes, the Golden Age Drama, the Novel, Contemporary Drama, etc. Outside reading and written and oral reports are required. Texts include *Poesía Española,* by Marín (Las Américas Publishing Company); Plays by Calderón, Lope de Vega, Tirso de Molina; *La familia de Pascual Duarte,* by Camilo José Cela, edited by Boudreau and Kronit (Appleton-Century-Crofts).

Spanish 4M. Two hours. A minor course open chiefly to Seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college, and is conducted entirely in Spanish. The basic texts are *Del solar hispanico,* by del Río (Dryden); and *Los de Abajo,* by Azuela (Fondo de Cultura Economica).

MUSIC

The aims of the Music Department are to provide every student with a valuable experience in music and to give him an understanding of the art. Its aims are achieved by the study of theory and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one operetta or musical comedy presented each year.

Beginning Instruments (Not for credit). Students who wish to learn to play a band or orchestral instrument may take private lessons without academic credit. They cost the same as the lessons given for credit. A student may borrow a school instrument at no cost to the student, if one is available; or he may rent one, for a nominal fee, from a recommended music company.

Chorus, Concert Band, Orchestra. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each course meets four periods a week: two afternoons at 4:15 and two evenings between 6:45 and 7:35. Upper Middlers may take any one of these courses in fulfillment of the diploma requirements in Music or Art. Volunteers, not enrolled in the courses for credit, may join the sessions of such courses as an extracurricular activity.

Introduction to Music. Two hours. The purpose of the course i to help students gain understanding and enjoyment of various forms o music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic classical, and modern schools, including jazz. The subject matter is illustrated with recordings and live demonstrations. Open to Upper Middler and Seniors only.

Harmony. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodi line in traditional four-part fashion. An ability to read music is a prerequisite for the course. Open to Seniors only.

Private Instrumental and Vocal Lessons. Two hours. Weekl instruction in keyboard, orchestral, and band instruments, or in voice may be counted as a two-hour course. One half hour of instruction i to be supplemented by four hours of practicing. For piano and organ students there is a separate charge of $140 a year for weekly half-hou lessons, and $225 for weekly hour lessons, plus a nominal fee for the us of practice pianos and organs. The charge for voice lessons is $105 a yea for weekly half-hour lessons. Lessons are offered on all band and orchestral instruments at $105 a year. Active members of the Band and Orchestra receive instruction at a reduced rate. It is sometimes possible t make arrangements for students to study with members of the Bosto Symphony Orchestra. Such lessons are at a higher fee and require tha the student pay transportation costs to Boston.

Music Major. Four hours, which may be gained by the combinatio of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined.

NAVIGATION

Two hours. The course consists of a term's work in each of the field of piloting, nautical astronomy, and celestial navigation. Emphasis i placed on the practical application to surface navigation. Considerabl plotting and tabular work is done in determining a ship's position bot within sight of land and on the open sea. During the latter part of th year the opportunity to cruise may be offered to members of the class. Th textbook used is Dutton's *Navigation and Nautical Astronomy,* supplemented by Navy and Coast Guard films.

PHILOSOPHY

Two hours. The course offers a study of the central problems of metaphysics. The interdependence of metaphysical views and ethical an political attitudes is stressed, though the study of ethics and politics not pursued so intensively as that of metaphysics. Much of the readin of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics*. During the latter part of the spring term it is customary to study all, or part, of a book by a recent or contemporary philosopher: for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course, throughout which the fundamentals of logic are strongly emphasized.

PHYSICS (See *Science*)

POLITICS OF INTERNATIONAL RELATIONS (See *History*)

PUBLIC SPEAKING

Two hours. An elective course for Seniors and (occasionally) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. Two texts are used for reference: Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London) and Sarret and Foster's *Basic Principles of Speech* (Houghton Mifflin).

RELIGION

The courses in Bible, ethics and religion are intended to help students gain some knowledge and understanding of the Judaeo-Christian heritage, and to develop the capacity to relate religious experience and insight to the problems of everyday living. Every man should know how to read the Bible and be familiar with its history and contents. Acquaintance with the basic concepts of other religions adds perspective to the understanding of one's own and makes one aware of the importance of beliefs, attitudes, and values.

Bible. Two hours. Required of all members of the Lower Middle class. The course traces the history and experience of the people of the Bible and deals with the basic religious ideas of our tradition. It acquaints students with many of the finest passages of the Old and New Testaments, with outstanding personaltities of the Bible, and with many of the individual books.

Ethics. Two hours. An elective course for Seniors and Upper Middlers. The course introduces the students to something of the variety of ethical theories, examining various criteria men may employ in making decisions. The course examines various ethical problems, both personal and social, through reading and class discussion.

Senior Religion. Four hours. An elective course for Seniors. It includes the study of some of the living religions of the world and the study and discussion of certain basic human problems and of various attitudes toward the meaning of life as they are reflected in a number of contemporary novels and plays. Throughout the course and particularly at the end of the year the universal aspects of the human experience and various particular expressions or explanations of it are related to the Christian proclamation both traditional and contemporary.

SCIENCE

Beginning with Elementary Science, a student may pursue a four-year sequence of courses in science, designed to provide an understanding of science and of scientific methods and thinking as part of a general education. At the same time, they give a sound foundation for later work in college should the student's experience indicate the desirability of such work. Courses designated by the letter X are more difficult than the regular ones, and admission is granted only to selected students. These courses meet for one additional class each week and use texts of the college freshman level. They thereby prepare in one year for the advanced placement examinations, and consequently for advanced standing in college. Science Honors provides a two-year integrated course for those capable of advanced work, in both physics and chemistry. Able students who have taken the regular courses before their Senior year may also prepare for the advanced placement examinations by taking the minor courses indicated as S courses. In addition, the S courses provide uninterrupted progress for the student who plans further study in a particular field.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. Hence no second-year-level courses are offered. For the student with special interests in any one area, individual projects are encouraged to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

Elementary Science. Three hours. The course is designed to form an approach to the laboratory sciences that follow in the later years, and to acquaint the student with information important to any educated person. It is based on a study of the earth, considered from the points of view of the geologist, the physicist, the chemist, the biologist, and the astronomer. Laboratory work is an important part of the course. The text materials are those developed by the Earth Science Curriculum Project.

Anthropology. Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the prehistory of North America. It is composed of lectures and reading on a variety of subjects bearing on man's life in the New World, touching on geology, climatic change and attendant changes in flora and fauna, methods of dating the past, as well as archaeology Some discussion and reading on aboriginal societies brings the course down to the beginning of written history.

BASIC CONCEPTS OF SCIENCE. Five hours. The course presents an integrated coverage of the basic concepts of physics, chemistry, and biology that are an essential part of the layman's understanding of science today. Basic Concepts of Science is designed for the student who plans to take only one laboratory science while at Phillips Academy. Open to Seniors and Upper Middlers not already credited with a laboratory science.

Biology

BIOLOGY. Four hours. The course stresses the unity of life—rather than the diversity—by emphasizing the functions common to all living things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism including nutrition, gas exchange, transport, excretion and homeostasis; responsiveness and coordination; reproduction, genetics and development; the principles and history of evolution; and the principles of ecology.

The class meets four times a week, three times for discussion and once for a laboratory period. The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

BIOLOGY S. Two hours. Open to Seniors who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination of the College Entrance Examination Board.

Chemistry

CHEMISTRY. Four hours. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Emphasis is placed on the reasoning involved in logical use of modern theory and general concepts rather than upon memorization of facts. The class meets three times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work. Text: *Chemistry, An Experimental Science,* prepared by the Chemical Education Material Study.

CHEMISTRY X. Five hours. The course is open to a limited number of able students who have strong scholastic records in mathematics and physics. It is essentially the equivalent of a first-year college course, and prepares students for the Advanced Placement Examination.

CHEMISTRY S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed a regular course with good grades. The abler students are prepared to take the Advanced Placement Examination. The text is *Chemistry, A Conceptual Approach,* by C. E. Mortimer.

Physics

PHYSICS. Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. The laboratory experiments are chosen not merely to afford training in manipulative techniques and to illustrate portions of the text material, but also to exemplify proper scientific practice. The use of the slide rule is taught and required.

PHYSICS X. Five hours. An honors course open, upon invitation of the department, to a small group of Seniors who are concurrently taking Mathematics 5 or Mathematics 4C and who have not previously studied elementary physics. A previous course in chemistry, though not required, is advisable. Lectures, recitations, and laboratory work will be planned to prepare students to pass the Advanced Placement Examination in Physics of the College Entrance Examination Board.

PHYSICS S. Two hours. Open to Seniors who have completed a year of physics, and who have taken, or will take concurrently, a course in calculus. The course reviews the essential material of elementary physics, but at the greater depth and with the sophistication made possible by the calculus. The course includes a number of advanced laboratory experiments. Students undertake individual study or laboratory projects in the spring. Physics S will prepare the better students for the Advanced Placement Examination in Physics.

Honors Sequence

SCIENCE HONORS 1 and 2. Five hours each year. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete a year of analytic geometry and the calculus before graduation and who show promise of unusual capacity in science and mathematics. The subject matter includes chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 1 fills the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 2.

PRIZES

Listed below are prizes open for competition in each academic year. nless otherwise stated, awards may be made in cash, or in the value of e amounts listed.

ENGLISH

Draper Prizes. For declamation. Open to members of English 3, 4, and 5. $25, $20, d $15. First awarded 1867. Funded 1878 by Warren F. Draper, Class of 1843. No ard this year.

Means Prizes. For declamation of original essays. Open to members of English 3, and 5. $25, $20, and $15. First awarded 1868. Funded 1879 by William G. Means, Andover. Awarded 1967 to (1) Edward Page Atkinson, (2) Elwyn Cornelius Lee,) John Carlton Spencer.

Robinson Prizes. For debating between a team of the Philomathean Society and one osen from the rest of the school, or between two teams chosen by the Philomathean ciety. $75 to the winning team. First awarded 1896. Funded 1910 by Henry S. Robin- n of Andover. Awarded 1967 to (1) Randolph Thomas Lawrence, (2) Charles Herbert yer, (3) Edward Barry Samuels.

Schweppe Prizes. For an examination on a literary subject. Open to Senior and pper Middle Class. $30 and $20. First awarded 1912. Sustained since 1941 by John S. hweppe in memory of his father, Charles M. Schweppe, Class of 1898. Awarded 1967 (1) Edward Barry Samuels, (2) Robert Ames Duncan.

Goodhue Prizes For an examination in English literature and composition, including e more practical topics of elementary rhetoric. Open to Senior and Upper Middle lasses. $70 and $50. First awarded 1961. Funded 1936 by the family of Francis A. oodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1967 to 1) Wade Hampton Saunders, (2) Charles Maxwell Harrison; Honorable Mention, obert Ames Duncan.

Clough Prize. For an essay by a Senior on an assigned literary subject. $40. First arded 1923. Funded 1923 by friends of Charles C. Clough, Class of 1906, in memory his interest in literary studies and his devotion to Phillips Academy. No award this ar.

Leonard Prizes. For declamation of original essays. Open only to Juniors and Lower iddlers. Three prizes of books. First awarded 1942. Funded 1957 by *The Phillipian* in emory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1967 to 1) James Joseph Coghlan, (2) Stephen Vine, (3) David Henry Dieterich.

Carr Prizes. For skill in oral English. Open only to Juniors and Lower Middlers. 16, $12, $8, and $4. First awarded 1943. Sustained by Donald Eaton Carr, Class of 922. Awarded 1967 to (1) Anthony Guthrie Cronin, (2) Nathaniel Hayford Winship, 3) Charles Faulkner Bennett, (4) Kenelm Edward Winslow.

Burns Prizes. For an original poem. Awarded to one student in each of the Senior nd Upper Middle Classes, and to one student of either the Lower Middle or Junior Class, 20 each. First awarded 1945. Funded 1944 by Mrs. John P. O'Rourke in memory of er son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1967 to *Senior,* nthony Thomas Grafton; *Upper,* Gary Chester Meller; *Lower,* no award this year.

Sumner R. Kates Prize. For an essay in American literature. $125 in cash. First warded 1950. Funded 1949 by Sumner R. Kates, Class of 1938. No award this year.

John Horne Burns Prize. For an original short story. Open to all students. $35 in ash. Funded in 1961 by Mr. and Mrs. Joseph Lawrence Burns in memory of their son, ohn Horne Burns, Class of 1933. No award this year.

CLASSICAL LANGUAGES

Cook Prizes. In Greek. For an examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. $30, $15, and $10. First awarded 1879. Funded 1878 by Joseph Cook, LL.D., Class of 1857. Awarded 1967 to (1) Robert Benjamin Kritzer, (2) James Slocum Rogers, (3) Michael Todd Wise.

Dove Prizes. In Latin. For an examination in the translation and interpretation of Virgil. Open to Seniors or members of Latin 4. $30, $20, and $10. First awarded 1880. Sustained since 1915 from the George W. W. Dove Fund. Awarded 1967 to (1) Philip Kingsley Chamberlain, (2) Robert Weldon Wallace, (3) John Grier Buchanan, III.

Valpey Prizes. For Latin composition and Greek composition. Open to the Upper Middle Class. $20 each. First awarded 1896. Funded 1891 from a bequest of Rev. Thomas G. Valpey, Class of 1854. Awarded to Howard Judson Whitehead, Latin. William Alexander Kirkpatrick, Jr., Greek.

Johnson Prize. For Greek composition. $10. First awarded 1924. Funded 1932 by Alfred Johnson, Class of 1890, in memory of the Rev. Alfred Johnson, a graduate of Dartmouth College. Awarded 1967 to William Alexander Kirkpatrick, Jr.

Weir Prize. In Greek. For an examination in the translation of New Testament Greek $70. First awarded 1928. Funded 1927 from a bequest of The Rev. William N. Weir Class of 1895. Awarded 1967 to Donald Francis Jamieson.

Benner Prize. For excellence in first-year Greek. $25. First awarded 1939. Funde 1950 by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, fo forty-six years Instructor in Greek in Phillips Academy. Awarded 1967 to Robert Cush man Barber and David Henry Dieterich. (25 to be divided equally).

Department Prizes. For excellence in Latin translation and composition, $10 an $5; for recitation from memory of poetry or prose, $10. First awarded 1940. Sustaine since 1947 from Wintrop Fund. Awarded 1967 to John Ford Latin 1 Recitation, Stephe Michael Vine Latin 2 Recitation, Honorable Mention: William Lawrence Hudson Latin 2 Recitation, Irvin Neil Heifetz Latin 3 Recitation. Awarded 1967 to (1) David Alle Tibbetts, (2) Stephen Bennett Blum Latin 2 Translation and Composition. Awarde 1967 to Howard Judson Whitehead (2) Karl Landis Gores Latin 3 Translation an Composition.

Catlin Prize. To be awarded regardless of need, to a member of the Upper Middl Class of outstanding scholarship and deportment, who, on completion of Greek 2 o Latin 3 at Phillips Academy, shall include in his Senior program a major course in Gree or Latin. $1,000. First awarded 1945. Funded 1944 from a bequest of George H. Catli Class of 1863. Awarded 1967 to Anthony Thomas Grafton.

GERMAN

Stevenson Prize. For excellence in German composition, oral and written. Ope to the Senior and Upper Middle Classes. $15. First awarded 1904. Funded 1904 b Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1967 to Micha Adam Post.

FRENCH

Taylor Prize. For excellence in French conversation and composition. A selectio of French books. First awarded 1909. Funded in part 1908 by a member of the Cla of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor Joh L. Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1967 to William Alexand Kirkpatrick, Jr.

Department Prizes. For aural ability. To those students in their first and secon year of French who receive the highest marks on a special examination to test aur comprehension. First and second prizes in books. First awarded 1946. Sustained by a anonymous donor. Awarded 1967 in French 1 to (1) Christopher Holmes, (2) Jol Woodruff Sibal; French 2 to (1) Lawrence Nason Gelb, (2) Paul Henry Daniel Kapla (3) Vincent Joseph Panetta; Honorable Mention: Peyton Howard Moss, Jr., and Steph Michael Vine.

Anthony D. Graves Prize. For improvement during the first year of the study of French. To the student whose application and effort result in the greatest over-all improvement. $25. First Awarded 1954. Funded 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1967 to David Allen Tibbetts.

Forbush Prize. For excellence in French 3. A book or books. First awarded 1956. Funded 1955 by students and friends of Guy Johnson Forbush, Instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1967 to Daniel Leonard Kent.

SPANISH

Howard P. Hayden Prize. For excellence in oral Spanish. To a member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in oral Spanish. $35. First awarded 1945. Funded 1945 by Mr. and Mrs. Howard P. Hayden, of Santiago, Chile. Awarded 1967 to (1) James William McGinnis, Jr., (2) Warren Francis Motte, Jr. Honorable Mention to Frederick Warburg Peters.

Donald E. Merriam Memorial Prize. Awarded annually to the student in the second year of Spanish who, in the opinion of the Spanish Department, has best combined the qualities of proficiency, interest and enthusiasm in the study of that language. A book and name on plaque. First awarded 1965. Given by the students of Spanish at Phillips Academy. Awarded 1967 to Nicholas Andrew Cotton Pauley.

HISTORY

Lauder Prizes. For an examination in Modern European History. $30, $20, and books. First awarded 1913. Funded 1916 by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1967 to (1) Steven Mark Blacher, (2) Richard Coxe Spalding.

Haymond Prizes. In American History. To undergraduates taking the course in History of the United States, for an essay on the Constitution of the United States. $50, $25, $10, and books. First awarded 1943. Sustained by the Honorable Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and Thomas Arnette Haymond, Class of 1943. Awarded 1967 to (1) Timothy Lewis Thompson, *Conscientious Objection and the Supreme Court,* (2) David Allen Bloom, *Escobedo and Miranda: A Fair Chance,* (3) Edward Barry Samuels, *The Dred Scott Case: A Study in Misunderstanding.*

Grace Prizes. In American History. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. $70, $45, $35, and books. First awarded 1953. Funded 1951 by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1967 to (1) Arthur Grover Newmeyer, III, *The Free D. C. Movement,* (2) John Lathrop Tucker, *McCarthy: Another Look at the Record,* (3) Robert Alan Hutchison, *The Amish v. Iowa.*

Marshall S. Kates Prizes. In American History. To undergraduates taking the course in History of the United States for an essay on a topic in the field of American History. $50, $30, $20, and books. First awarded 1953. Funded 1952 by Marshall S. Kates, Class of 1939. Awarded 1967 to (1) Stephen Coughlin Townend, *Troop Train Tragedy,* (2) Charles Herbert Dyer, *Daniel Harrison Spofford: Doctor of Christian Science,* (3) William Wylie Robinson, *The Hale-Perry Area Coordinating Committee for Economic Opportunity.*

Webster Prizes. For excellence in Ancient History, European History, or Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. $125 in money and books. First awarded 1956. Funded 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1967 to (1) Peter Clark McCallum, (2) Matthew Paul Ristuccia in History 1; to (1) Paul Henry Daniel Kaplan, (2) Jere Schenck Meserole, Jr. in History 2.

MATHEMATICS

Convers Prizes. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions.

$100, $75, $50, $25, $10, and books. First awarded 1898. Funded 1898 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1967 to (1) Charles David Wyman, (2) Thomas Cleaveland Allen, (3) Richard Warren Stewart, (4) Marc Raymond Poirier, (5) John George Tammen, Jr.

Eaton Prize. For excellence in Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. $20. First awarded 1938. Funded 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years instructor in Mathematics at Phillips Academy. Awarded 1967 to William Reynolds Monach.

McCurdy Prizes. For excellence in Senior Mathematics. For Seniors in the regular fourth-year Mathematics program. Awarded on the basis of classroom work and an examination. $35 and $25. First awarded 1941. Funded 1940 by the family of the late Matthew S. McCurdy, in memory of his connection with Phillips Academy as Instructor in Mathematics 1873-1921. Awarded 1967 to (1) Richard James Balfour, (2) Robert Campbell Eckhardt.

Bailey Prize. In Upper Middle Mathematics. On the basis of an examination at the close of the year. $35. First awarded 1946. Funded 1946 by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1967 to Roger Francis Steinert.

Watt Prizes. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school Mathematics. $125, $75, $25, and books. First awarded 1954. Funded 1953 by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, Instructor at Phillips Academy 1933-1951. Awarded 1967 to (1) Robert Ames Duncan, (2) John Richard Shea, III (3) Philip Kingsley Chamberlain.

Tower Prize. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of Mathematics. First awarded 1954. Sustained by John W Dixon, Class of 1924, in recognition of Oswald Tower, Instructor in Mathematics a Phillips Academy 1910-1949. Awarded 1967 to Michael Bancroft Winship.

Winfield M. Sides Prize. For excellence in Mechanical Drawing. Awarded on th basis of proficiency in classroom work. $100 in cash and/or drawing equipment. Funde in 1966 by Donald A. Raymond, Jr., Class of 1932, in memory of Winfield M. Sides Instructor in Mathematics at Phillips Academy 1919-1958. First awarded 1960. Awarde in 1967 to Andres Joseph Escoruela.

Joseph Award. For excellence in the area of Mathematics. To a member of the Senio Class. A gold medal and a book. First awarded 1960. Sustained by David Joseph, o New York City, in memory of his father, Bernard Joseph. Awarded 1967 to Joh Richard Shea, III.

Scoville Prize (*See Sciences*).

SCIENCES

Scoville Prize. In the Physical Sciences or Mathematics. To a student or student for an original paper or project exhibiting creative thinking or ingenuity in the Physic Sciences or Mathematics, preferably not in assigned course work. $50. First awarde 1959 by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbe Scoville. No award this year.

Wadsworth Prize. For excellence in Physics. To the student holding the highe rank in Physics for the year. $30. First awarded 1900. Funded 1952 by William S. Wad worth, M.D., Class of 1887. Awarded 1967 to Michael Bancroft Winship.

Dalton Prize. For excellence in Chemistry. To the student holding the highest ran in Chemistry for the year. $65. First awarded 1915. Funded by Frederick Goodric Crane, of Dalton, Massachusetts, Class of 1884. Trustee of Phillips Academy, 1912-192 Awarded 1967 to Frederick Taylor Gates, III.

Marsh Prize. For excellence in Biology. To a student who has been outstanding in interest and attainment in the Biological Sciences. $25. First awarded 1936. Sustained since 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1967 to Robert Allan Mass.

Graham Prize. For excellence in Science. To that member of the graduating class attaining the highest average grade in ten hours of the natural sciences studied while at Phillips Academy. $1,000. First awarded 1946. Funded 1945 from a bequest of James C. Graham, Instructor in Science at Phillips Academy, 1892-1937. Awarded 1967 to John Richard Shea, III.

Wadsworth Prize. For excellence in Biology. To the student holding the highest rank in Biology for the year. $30. First awarded 1953. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1967 to Eric Kuo-wei Louie.

Department Prize. For excellence in Physics. To that student taking elementary physics who receives the highest grade on a prize examination. Books. First awarded 1956. Sustained by the Physics Department. Awarded 1967 to Michael Bancroft Winship.

Department Prize. For excellence in Biology. To a student who has demonstrated exceptional interest and accomplishment with particular reference to laboratory investigation. $25. First awarded 1964. Sustained by an anonymous donor. Awarded 1967 to Manuel Enrique Tavares, Jr.

MUSIC

Cutter Prize. For proficiency in orchestral, especially stringed instruments. $55. First awarded 1924. Funded 1925 by The Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1967 to Timothy Lewis Thompson.

Poynter Prize. To that member of the Phillips Academy Choir who, in the judgment of the Choirmaster has been the most useful member of that organization. $30. First awarded 1945. Funded 1943 by Horace Martin Poynter, Class of 1896, and Mrs. Poynter, formerly of Andover, in memory of their son, Edward Pitkin Poynter, Class of 1940, who gave his life for his country in the aviation service in July, 1943. Awarded 1967 to Robert Alan Hutchison.

Jones Prize. To that member of Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1946. Established in 1945 by Mr. and Mrs. Edward T. Jones in memory of their son, Ainsworth B. Jones, Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1967 to David Werblin Nierenberg and Timothy Lewis Thompson. $25 to be divided equally.

Collier Prizes. For proficiency in the playing of the piano. $25. First awarded 1947. Funded 1946 by Mrs. Milton Collier and I. Alfred Levy, in memory of Milton Collier. Awarded 1967 to Vincent Joseph Panetta, Jr.

Fuller Music Prize. To a musical student who, irrespective of need, has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower. $350. First awarded 1951. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1967 to Gary Russell Johnson.

Kibrick Prize. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. $50. First awarded 1953. Sustained in memory of Herbert V. Kibrick, Class of 1934, by his wife. Awarded 1967 to Rodney Eldon Lewis.

ART

Morse Prize. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. $25. First awarded 1932. Funded 1942 by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1967 to Robert Gordon Melendy, Jr. and Robert Kern Byers, Jr.

Thompson Prize. For improvement in drawing and painting. $25. First awarded 1932. Funded 1955 by Mrs. Frances Thompson Heely, in memory of her brother, Augustus Porter Thompson, 3d, Class of 1928. Awarded 1967 to William Leary Dorn.

Addison Gallery Associates Prize. To a student who has distinguished himself in art as well as in other activities. $25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1967 to Wade Hampton Saunders.

John Esther Gallery Prize. To the student who has shown through his work the clearest understanding of art. $25. First awarded 1943. No award in 1967.

Photography Fellowship Prize. To the student demonstrating the greatest excellence in Photography. $25 and one week as an apprentice in the photographic studio of Wingate Paine. First awarded 1964. Sustained by Wingate H. Paine, Class of 1932. Awarded 1967 to Carroll Dunham, Jr.

ATHLETICS

Faculty Golf Cup. To the winner of the Varsity Golf Squad competition. Winner's name inscribed on Cup. Presented 1927 by the Faculty of Phillips Academy. First awarded 1927. Awarded 1967 to Craig Skidmore Combs.

Kilpatrick Trophy. To the winner of the Andover versus Exeter track meet. A bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academy. Replica to the captain or co-captains of the winning team. Trophy presented 1938 by John Reed Kilpatrick, Class of 1907. First awarded 1938. Awarded 1967 to the Phillips Exeter Academy.

Schubert Award. To a member of the Senior Class who has excelled in varsity athletics and who has best exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A gold medal, and winner's name inscribed on a plaque. Funded 1951 by the Eta Delta Phi Society, in memory of Edmund John Schubert of the Physical Education Department. First awarded 1944. Awarded 1967 to Ford McKinstry Fraker.

Banta Trophy. To be awarded annually to that member of the Varsity Tennis Team who shows the best sportsmanship, leadership, and character throughout the season. Established 1953 by the Tennis Team of Phillips Academy, in honor of their coach, Cornelius Gordon Schuyler Banta. Awarded 1967 to Joseph Vincent Cavanagh, Jr.

Cross Country Cup. To the member of the Cross Country Team who during the season has displayed outstanding sportsmanship, performance, and team spirit. Winner's name inscribed on Cup. Presented 1952 by the members of the cross country squad in honor of their coach, Norwood Penrose Hallowell. First awarded 1953. Awarded 1967 to Henry Ashton Hart.

Basketball Trophy. To the club basketball player who has contributed most to club basketball. Winner's name inscribed on trophy. Presented 1953 by the members of the Varsity Basketball Team. First awarded 1953. Awarded 1967 to Preston Robert Black.

Fagan Squash Racquets Trophy. To the winner of the Fagan Trophy Tournament. Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, III, Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1954. No award this year.

Lacrosse Trophy. To the lacrosse player, excluding the captain, who through enthusiasm and love for the sport has inspired his teammates with the will to win. Winner's name inscribed on trophy. Presented in 1954 by the members of the lacrosse squad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1967 to Walton Harris Walker, II.

Smith Hockey Cup. To a member of the hockey team, exclusive of the captain, who is in good scholastic standing and who during his association with hockey has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Funded 1954 by Sumner Smith, Class of 1908. First awarded 1954. Awarded 1967 to Joseph Vincent Cavanagh, Jr.

Crew Cup. To the student who has contributed most in the way of team spirit and sportsmanship to the crew. Winner's name inscribed on cup. Presented 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 1934. First awarded 1955. Awarded 1967 to Phillip Lloyd Nelson.

Track Trophy. To the member of the winter and spring varsity track squad who exhibits outstanding character and will to win. Winner's name inscribed on trophy. Presented by the members of the 1955 winter and spring track squads in honor of their coach, Stephen Stanley Sorota. First awarded 1955. Awarded 1967 to Dennis Hayden Cambal and Harvey Marion Kelsey, III.

Press Club Trophy. To the student who has proved through his performance on the athletic fields to be the most capable athlete of the whole year. Winner's name inscribed on trophy and winner receives replica of trophy. Trophy presented 1956 by the members of the Press Club of Phillips Academy and replicas sustained by the club. First awarded 1956. Awarded 1967 to Walton Harris Walker, II.

Sheridan Medal. To the student who has contributed most to the intramural athetic program. A gold medal. Funded 1956 by bequest of Fannie J. Sheridan, in memory of her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his country as a member of the United States Marine Corps in September 1944. First awarded 1957. Awarded 1967 to Edward Allen Prichard.

Football Trophy. To the member of the Junior Varsity 1 Team who contributed most to Andover football below the Varsity level. Presented in 1955 by the members of the Junior Varsity 1 Football team. Awarded 1967 to John Vickery Works and Charles Lowell Wright.

Richard S. Pieters Varsity Wrestling Award. To that member of the Varsity Team, excluding the Captain, who demonstrates throughout the season outstanding ability and enthusiasm for the sport. Winner's name inscribed on plaque. Awarded 1967 to Robert Lincoln Waters.

Peter Q. McKee Ski Bowl. Awarded annually to a member of the Varsity Ski Team who has contributed the most to the team and to the sport of skiing. Winner's name inscribed on bowl. Awarded 1967 to Richard Lewis Trafton.

Raymond T. Tippett Memorial Award. Awarded annually to a senior member of the varsity football or baseball team whose loyalty, courage and modesty exemplify the character of Ray Tippett and the best traditions of Andover athletics. Established n 1962 by members of the class of 1945 for a prize in memory of their classmate, Raymond T. Tippett. Winner's name inscribed on plaque. Awarded 1967 to Joseph John O'Hern.

Soccer Cup. To be awarded annually to a member of the Soccer Team, exclusive of the captain, who has contributed most to the team through his sportsmanship, effort, and ability. Trophy presented in 1965 by Stanley C. Smoyer. Awarded 1967 to Peter Wertimer.

Swimming Trophy. To the member of the varsity swimming team who, in the judgment of the coach, has contributed most to the sport by demonstrated qualities of sportsmanship, endeavor, and ability. Established by the 1964 swimming team and funded in 1966 by John Noll, captain of the 1966 team. Awarded 1967 to William Jolliffe Bostian.

OTHER PRIZES

Aurelian Honor Society Prize. To a member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. First awarded 1936. Sustained by the Aurelian Honor Society. Awarded 1967 to Ford McKinstry Fraker.

Ayars Prize. To a member of the Senior Class who, through work, perseverance and seeking after excellence has created for himself a position of respect and admiration n the school community. $50. First awarded 1956. Funded 1957 by Mr. and Mrs. James S. Ayars, in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarded 1967 to Phillip Lloyd Nelson.

Bierer Prize. To a student who is outstanding in character and personality. $25. First awarded 1944. Sustained by Eugene S. Bierer, Class of 1943. Awarded 1967 to James Robert Hurley, Jr.

Faculty Prize. To that member of the graduating class who during his Senior year attained the highest academic average. $100. First awarded 1912. Funded 1923 by Sanford H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freund. Awarded 1967 to Donald Francis Jamieson.

Federation of Harvard Clubs Prize. To an outstanding member of the Upper Middle Class who combines excellence in scholarship with achievement in other fields. A book. First awarded in 1911. Sustained by the Harvard Club of Andover. Awarded 1967 to Davis Burton Everett.

Fuller Prize. To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. First awarded 1912. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1967 to John McGarry Holkins.

Hopper Prize. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. $100. First awarded 1954. Funded 1953 by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1967 to Steven Christopher Wohlfeil.

Improvement Prize. To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development of character and scholarship. $100. First awarded 1941. Sustained by a member of the Class of 1916. Awarded 1967 to Andres Joseph Escoruela.

Keyes Prize. To a boy, who in his Lower Middle year shows outstanding qualities of character, leadership scholarship and athletic ability. $50. Funded 1958 by Langley C. Keyes, Class of 1920. First awarded 1959. Awarded 1967 to Edward Benson Davison.

Kingsbury Prize. To a student of outstanding character, who, in the judgment of the headmaster is especially distinguished for perseverance and resolution. $100. First awarded 1943. Funded 1945 by Dr. and Mrs. John A. Kingsbury, in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1967 to Joseph John O'Hern.

Library Prizes. For the best student libraries collected. $30, $15, and $10. Sustained by the Friends of Oliver Wendell Holmes Library since 1956. Awarded 1967 to (1) Michael Bancroft Winship; no second and third awards.

Lord Prize. To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. First awarded 1947. Sustained by Mrs. Mason Faulconer Lord, in memory of her husband Mason F. Lord, Class of 1944. Awarded 1967 to Anthony Michael Alofsin.

Phillipian Prize. For outstanding service rendered to the *Phillipian*. $50. First awarded 1931. Funded 1931 by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his Senior year. Alofsin and Stephen Joseph McCarthy. $25 to be divided equally.

Schweppe (Richard Jewett) Prize. To a member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness. $100. First awarded 1947. Funded 1946 by Mrs. Richard J. Schweppe, in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1967 to Dennis Scott Cameron.

Stearns Prize. In honor of Dr. Alfred E. Stearns, Class of 1890. Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. $100. First awarded 1951. Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1967 to Walton Harris Walker, II.

Abbot Stevens Prize. To a member of the Senior Class, upon recommendation of the faculty, who through his character and leadership has made a significant contribution to the Academy and to his classmates. $100. Funded 1959 by Mrs. Abbot Stevens, in memory of her husband, Abbott Stevens, Class of 1907. Awarded 1967 to Mark Joseph Logsdon.

STILES PRIZE. To the member of the Upper Middle Class whose judgment and loyalty to the school have been exemplary. $50. First awarded 1960. Funded 1960 by Mrs. Russell Stiles, in memory of her husband, Class of 1908, and his father Sumner Burritt Stiles, Class of 1872. Fund increased 1960 by her son, William S. Stiles, Class of 1942, and David Stiles, Class of 1936. Awarded 1967 to Thomas Sloan Kidde.

SULLIVAN PRIZES. To those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of $200 each, awarded in the fall. First awarded 1921. Funded 1921 by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1967 to *Senior,* James Stuart Martin, *Upper,* Zoran Ozren Sekulic, *Lower,* Scott Norman Gudorf, *Junior,* John David Malick.

VAN DUZER PRIZES. Two prizes of $350 each, awarded as outlined below. (a) ANDOVER-HARVARD. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1966 to David Werblin Nierenberg. (b) HARVARD-ANDOVER. "The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, the award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1966 to Matthew Cartwright Mole. First awarded 1912. Funded 1928 from a bequest of Henry S. Van Duzer, Class of 1871.

WARREN PRIZE. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty. $50. First awarded 1926. Funded 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1967 to Michael Allen Bradley.

WELLS PRIZE. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory the prize is given. $50. First awarded 1953. Sustained by Mr. and Mrs. J. Brent Wells, in memory of their son, Anthony Peters Wells, admitted to the Class of 1956. Awarded 1967 to James Lindsay Shea.

JACK WILLIAMS PRIZE. To that member of the Junior Class, residing in Williams Hall, who in the minds of the proctors and housemaster has made an outstanding contribution to dormitory life during the school year. Funded in 1965 in memory of John L. Williams '61 by his family and friends. Awarded 1967 to Donald William Celotto, Jr.

YALE BOWL. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1967 to Ford McKinstry Fraker.

SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

*Hon. William Phillips (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of $4,000	$ 4,633.33
*Students' Educational Fund (1854). Begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1,000 from Edward Taylor, Treasurer of Phillips Academy, 1868-1889	7,762.64
*Samuel Farrar (1865). Bequest of Samuel Farrar, 1803, Treasurer of Phillips Academy, 1808-1840. (A part of this fund is for other purposes)	22,000.00
*Jane Aiken Clarke (1870). James G. Clarke, Class of 1839, in memory of his mother	1,200.00
†Peter Smith Byers (1878). John Byers, Class of 1848, in memory of his brother, Class of 1847	500.00
*Class of 1878 (1878). Senior Classical class	1,200.00
†Jonathan Taylor (1878). Edward Taylor, Treasurer of Phillips Academy, 1868-1889, in memory of his father	1,000.00
*Hiram W. French (1879), Class of 1839	1,000.00
*Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, Principal of Phillips Academy, 1838-1871	1,000.00
*Gerard Sumner Wiggin (1882). Bequest of Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, Class of 1875	1,000.00
*Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
*Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the Treasurer's Office of Phillips Academy, and Edward Stanley Richards, Class of 1875	1,450.14
*Warren F. Draper (1890), Class of 1843	1,000.00
‡Charles L. Flint (1890). Bequest of Charles L. Flint, Class of 1845	5,000.00
*Henry P. Haven (1890). Trustees of Henry P. Haven estate, of New London, Conn.	1,000.00
*Emma Lane Smyth (1890). Gov. Frederick Smyth, of New Hampshire, Class of 1839, in memory of his wife	1,000.00
*James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
*Joseph Dowe (1892). Bequest of Joseph Dowe, Class of 1817	3,097.98
†John Cornell (1894). Bequest of John Cornell. Recommended by the School Committee of Andover	5,000.00
Awarded 1966-67 to Alan Douglas Dawson.	
*James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, Class of 1840	1,000.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.
‡ For general scholarship aid; preference to boys from Middleton.

Mary W. Holbrook (1900)	500.00
Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter	1,500.00
Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, Class of 1908	5,000.00
George Ripley (1908). Bequest of George Ripley	2,500.00
T. Augustus Holt (1909). Bequest of T. Augustus Holt	26,003.24
James Huntington (1909; 1931). The widow and daughter of James Huntington, Class of 1848	2,000.00
Allan Morse Penfield (1913). Bequest of Allan Morse Penfield, Class of 1904	1,000.00
George B. Knapp (1914). Katharine Knapp estate, in memory of her brother, Trustee of Phillips Academy, 1899-1910.	5,000.00
Thomas A. Emerson (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson	2,000.00
Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Class of 1912, who died in the military service of the United States, 1918 "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school." Awarded 1966-67 to Nathaniel Hayford Winship.	6,000.00
George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892 "The income is used annually for the assistance of a worthy student or students of limited means." Awarded 1966-67 to Frank Courtright Miner, Jr.	10,000.00
Gordon Ferguson Allen (1920; 1957). James F. Allen, of Meriden, Conn., and his sons, Parker B. Allen, Class of 1914, and Theodore F. Allen, Class of 1915, in memory of Gordon Ferguson Allen. Increased in 1957 by Theodore F. Allen "The income is awarded annually to a deserving student of character and promise and of limited means." Awarded 1966-67 to James David Giles.	10,000.00
Rev. William Henry and Ellen Cary Haskell (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895	3,000.00
†**Harriet L. Erving** (1922). Bequest of Miss Harriet L. Erving, of Andover, for thirty years assistant in the Treasurer's Office	1,500.00
†**Samuel M. Evans** (1922). Class of 1887. (A part of the fund is for other purposes)	2,000.00
Charles C. Clough (1923). Princeton University classmates and friends of Charles C. Clough, Class of 1906 "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established." Awarded 1966-67 to Samuel Colvin Craft, III.	5,000.00
***Frank Butler Walker** (1923). Bequest of Mrs. Mary C. B. Walker, in memory of her son, Class of 1889	1,425.00

* For general scholarship purposes.

† For general scholarship aid for boys from Andover.

*Abraham B. Coffin (1924). Bequest of Abraham B. Coffin, Class of 1852	2,000.00
Alfred Howlett Durston (1926). Marshall H. Durston, Class of 1900, in memory of his brother, Class of 1897 "The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence." Awarded 1966-67 to Daniel Gustav Backman.	5,000.00
Smith Lewis Multer, Jr. (1926). Smith Lewis Multer, in memory of his son, Class of 1923 "The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school." Awarded 1966-67 to Stephen Michael Dembski.	5,000.00
*Amasa J. Whiting (1927; 1955). Bequest of Mrs. May C. W. Speare, in memory of her father	5,159.50
*James H. Haste (1930; 1933-34; 1944). Bequest of James H. Haste, Class of 1894	241,074.18
William Thompson Reed Memorial (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929 "The income is awarded annually to a student of character and promise at the beginning of his Senior year." Awarded 1966-67 to Paul Andrew Florenz.	12,565.34
*Henry Waldo Greenough (1931; 1937). Bequest of Henry Waldo Greenough, Class of 1889	2,000.00
*Moncrieff M. Cochran (1932). Bequest of Moncrieff M. Cochran, Class of 1900	2,500.00
*Bancroft (1933). Bequest of Cecil K. Bancroft, Class of 1887, Registrar of Phillips Academy 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth Principal of Phillips Academy	2,000.00
Schuyler Bussing Serviss Memorial (1936). Mrs. Charlotte B. Serviss, in memory of her son, Class of 1898 Awarded 1966-67 to Thomas Melvin Starr.	5,000.00
*Osgood Johnson (1937). Bequest of Helen O. Sprague, in memory of her grandfather, Principal 1833-37, and her father, Class of 1848. For New England-born students	500.00
†David and Lucy Hayward Shaw (1939). Bequest of Lucy Hayward Shaw (Mrs. David)	10,000.00
Augustus Porter Thompson (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, Class of 1892 "The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character." Awarded 1966-67 to Andre Maurice Davis.	5,000.00
*Sumner Smith (1943), Class of 1908. Balance of income after the Smith Hockey Cup	1,142.31
Julia E. Drinkwater Memorial (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother "The income is awarded annually to deserving students of character and promise and limited means." Income from the William Drinkwater Fund currently added to that of this fund. Awarded 1966-67 to Cornelius Lavern Griffith and Wayne Francis Tracy.	10,443.12

* For general scholarship purposes.

† For general scholarship aid for boys from Andover.

harles W. Carl (1944-46; 1950-53; 1955-56), Class of 1910 .... 25,000.00
"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."
Awarded 1966-67 to Elwyn Cornelius Lee and John Ponton Cuthbertson.

Louis S. Owsley (1944-1946; 1948-1949). Bequest of Louis S. Owsley, Class of 1890. Income partially subject to an annuity; balance for scholarships and special education purposes 395,746.85

ichard Strong Foxwell (1945). Mrs. Gilbert M. Foxwell, in memory of her son, Class of 1922 .... 2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."
Awarded 1966-67 to James Daniel Moore, Jr.

Arthur L. Kerrigan (1945), Class of 1915 .... 2,500.00

Abbott Stevens (1945-46), Class of 1907. Trustee 1935-58; Treasurer 1949-58 .... 20,000.00

Ierbert E. Stilwell (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, Class of 1941, who was lost in the English Channel on a mission during the war 26,421.52
"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."
Awarded 1966-67 to Stephen Brewster Jones.

Cecil K. Bancroft (1946). Bequest of Mary E. Bancroft, in memory of her brother, Class of 1887, Registrar and Instructor at Phillips Academy, 1906-1932 .... 3,000.00

Leonard A. Hockstader (1946), Class of 1896 .... 2,500.00

Ioses Austin Cartland Shackford (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891 5,000.00
"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."
Awarded 1966-67 to Lawrence Graves Kidd.

Macintyre (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents 12,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."
Awarded 1966-67 to Walton Harris Walker, II.

***Robert D. Mills** (1947). Bequest of Robert D. Mills, Class of 1893 .... 500.00

†**George F. Roberts** (1948). Bequest of Mary A. Roberts 2,000.00

Ray A. Shepard (1949-1950; 1953; 1960-61). Friends of Ray A. Shepard, Athletic Director of Phillips Academy, 1919-1949 .... 2,630.35
"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."
Awarded 1966-67 to Ernest Bennett Abbott.

Suisman Foundation (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, John R. Suisman, Class of 1955, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950 .... 15,000.00

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* For general scholarship purposes.

† For general scholarship aid for boys from Andover.

"Income is to be awarded annually to a student selected by the Scholarship Committee."	
Awarded 1966-67 to Dennis Scott Cameron.	
*Newton-Hinman (1950). Ahlers Association, in honor of Frederick E. Newton, Class of 1893, and George W. Hinman, Class of 1894, former instructors at Phillips Academy and faculty guardians of the PBX Society	22,243.17
*Society Scholarships. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
*AGC Society (1950). The Rogers Associates, Inc.	24,461.94
Balance of income after the Benner Prize	
*AUV Society (1950). AUV Corporation	35,000.00
*EDP (1950). The Eta Delta Phi Society	5,000.00
Balance of income after Schubert Award	
*FLD Society (1950; 1956). The Davison Associates, Inc.	18,115.14
*KOA Society (1950). The Blodgett Association	35,175.17
*PAE Society (1950). The Cooley Association	35,000.00
*PBX Society (1950). (See Newton-Hinman, above)	
*PLS Society (1950). Phi Lambda Sigma Association	17,000.00
*Anonymous (1951)	1,000.00
Richard Jewett Schweppe Memorial (1951-53; 1957-58). Mrs. Richard J. Schweppe, in memory of her husband, Class of 1896	38,000.00
"Income for a scholarship(s) to be awarded annually to a student who shows promise of leadership, responsibility and enthusiasm," and for a prize.	
Awarded 1966-67 to Mark Joseph Logsdon and Gregory Bruce Myers.	
*Isabel C. McKenzie (1952). Bequest of Mrs. Isabel C. McKenzie	25,000.00
*AUV Society-James C. Graham Memorial (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1893-1937	10,500.00
Chauncey O'Neil (1955-1959). Edward O'Neil, II, Class of 1927, in memory of his father, Class of 1899	27,000.00
"The income to be awarded annually to a boy or boys from Western Pennsylvania."	
Awarded 1966-67 to Philip Martin P. Buttenfield, Michael Scot Curran and John Albert Parker, Jr.	
Horace Martin Poynter (1955-59). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945. Income partially subject to an annuity	23,481.25
Awarded 1966-67 to Mark Peter Johnson.	
*G. Louise and Nelson Robinson (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson	892,066.37
Walter Brooks Memorial (1956). The Walter Brooks Foundation, in memory of Walter Brooks	30,000.00
Hamilton (1956-1964). John D. Hamilton, Class of 1913, in memory of his father, J. D. Hamilton	23,026.61
"The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River."	
Awarded 1966-67 to Christopher Lee Apitz.	

* For general scholarship purposes.

Evert W. Freeman (1956-58). Bequest of Evert W. Freeman, Class of 1917 "The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need." Awarded 1966-67 to Joseph John O'Hern.	29,380.23
Joseph Kaplan (1956-59; 1962). Joseph Kaplan and other donors "The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness." Awarded 1966-67 to Robert Craig Miller, Jr.	19,765.00
***Louis N. Bennett Memorial** (1957-58). Bequest of Mrs. Josephine C. S. Blaisdell, in memory of her brother, Class of 1893	1,000.00
Alexander Angus McDonell, Jr. (1957-58; 1964). Mrs. Alexander Angus McDonell, in memory of her son, Class of 1935, who gave his life for his country as a member of the United States Air Force on June 20, 1944 Awarded 1966-67 to Cyril Jonathan Sumner.	26,563.41
***Putney** (1957). R. Emerson Putney, Class of 1928	5,067.82
***Edmund B. Cabot** (1957-61). Thomas D. Cabot	9,230.93
William Drinkwater (1958). Bequest of William Drinkwater, Class of 1900. Unrestricted. Income currently added to that of the Julia E. Drinkwater Memorial fund	25,111.11
Indiana (1958-59). Bequest of James C. Thornton, Class of 1904. Preference to boys from Indiana. Income added to fund	12,258.22
***Alfred O. Hitchcock, Jr.** (1959). Bequest of Alfred O. Hitchcock, Jr., Class of 1895	600.00
***Helen Davis Hood** (1959-60). Bequest of Helen Davis Hood (Mrs. Gilbert H.). Increased in 1960 by Gilbert H. Hood Memorial Fund	6,000.00
May T. Morrison (1959). May T. Morrison Estate Awarded 1966-67 to DeWitt Tien-wei Cheng.	10,000.00
***Henry Mann Silver** (1959). Bequest of Henry Mann Silver, Class of 1868	4,206.46
William Madison Wood (1959-60). Cornelius A. Wood, Jr., Class of 1937, in memory of his grandfather. Income added to fund	3,628.86
***Horace D. Bellis** (1960). Bequest of Horace D. Bellis, director of gymnasium 1901-02	108,080.05
Harvey Dann (1960-61; 1963). Income added to fund	1,057.83
***Francis F. Patton** (1962). Bequest of Francis F. Patton, Class of 1908	5,000.00
***Jack Moon** (1963). Mrs. Wayne Hayward in memory of her father, Sumner Gilbert Moon, Class of 1895	13,427.95
Henry T. Mudd, Jr. (1963-1964; 1965; 1967). Henry T. Mudd, Jr., Class of 1960 Awarded 1966-67 to Preston Robert Black.	22,406.30
Edward A. and Samuel C. Suisman (1963-65). Edward A. and Samuel C. Suisman Awarded 1966-67 to Dennis Scott Cameron.	5,930.98
Ralph B. Carter, III (1964). Bequest of Ralph B. Carter, III, Class of 1941 Awarded 1966-67 to James R. Hurley, Jr.	14,261.66

* For general scholarship purposes.

John W. Weber (1964). Bequest of Ralph B. Carter, III, Class of 1941 Awarded 1966-67 to Charles Putnam Woodbury, Jr.	14,261.65
Sanford H. E. Freund (1964). Bequest of Sanford H. E. Freund, Class of 1897 No award in 1966-67.	60,920.40
Francis F. O'Donnell (1964). Bequest of Francis F. O'Donnell, Class of 1921 Awarded 1966-67 to Brian Gibbons O'Dea and Elmer Paul Rynne, Jr.	100,000.00
Charles H. Sullivan (1964). Bequest of Joseph C. Sullivan, Class of 1913 Awarded 1966-67 to Charles Putnam Woodbury, Jr.	10,000.00
Mary E. Sullivan (1964). Bequest of Joseph C. Sullivan, Class of 1913 Awarded 1966-67 to Charles Putnam Woodbury, Jr.	10,000.00
*Charles F. Oberhauser (1965). Bequest of Charles F. Oberhauser of Somerville, Mass.	1,039.61
*George Tait Hall (1965). Mrs. George Tait Hall and others in memory of George Tait Hall, Class of 1933	2,508.50
*Chester N. Whitney (1966). Mrs. Mary E. Whitney in memory of her husband, Chester N. Whitney, Class of 1902	2,000.00
Charles Hayden Foundation (1967). For boys from the metropolitan areas of New York and Boston	20,000.00

Charles C. Stelle Scholarship. $400. In memory of Ambassador Charles C. Stelle, Class of 1927, acting chief United States delegate at the Geneva Disarmament Conferences and signatory for the United States on the Moscow-Washington "hot line" agreement. Awarded by the American Foreign Service Association to a deserving son of a Foreign Service officer who has been at Phillips Academy for at least one year.

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* For general scholarship purposes.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state. Foreign countries at end of listing)

A personal interview is required of all candidates. Whenever possible, it is highly sirable that candidates come to Andover for a personal interview with the Director of dmissions, the Admissions Officer, or one of the Interviewing Officers. Candidates unable visit Andover may themselves arrange an interview at a mutually convenient time ith one of the Alumni Representatives listed below. A definite appointment for an terview, whether in Andover or elsewhere, should be arranged in advance. Candidates ho would find it a real hardship to get to any of the centers listed should communicate ith the Admissions Office about the possibility of seeing a representative not listed low.

LABAMA

Birmingham
Robert B. Donworth, Jr., '42
1500 Brown Marx Bldg.
Mobile
Frank M. Hicks, Jr., '41
P.O. Box 78
Montgomery
Peter C. Mohr, '54
2739 Colonial Dr.

LASKA

Anchorage
John V. Munroe, Jr., '48
1814 Scenic Way
Juneau
Cadmus Z. Gordon, Jr., '16
Box 2571

RIZONA

Phoenix
Howard K. Brown, Jr., '31
P.O. Box 190
Tucson
Keith S. Brown, '31
3200 North Swan Rd.
John S. Greenway, '42
1634 North Olsen Ave.

RKANSAS

Little Rock
Mose Smith, III, M.D., '48
7 Cantrell Rd.

ALIFORNIA

Davis
Donald M. Reynolds, '38
Department of Bacteriology
University of California
La Jolla
William T. Adams, '28
5911 Waverly Ave.
Los Angeles
Otis Chandler, '46
Los Angeles Times
Times-Mirror Square
Walter L. Farley, Jr., '28
12300 1st Helena Dr.
Richard A. Moore, '32
6290 Sunset Blvd.
H. Burt Reiter, '25
The Prudential Insurance Co.
5757 Wilshire Blvd.
Marysville
Harold S. Edwards, '28
770 Rameriz Rd.
Pacific Palisades
Benjamin H. Dorman, '25
1515 San Remo Dr.
Ross
H. Leonard Richardson
The Katherine Branson School
San Diego
George E. Mumby, '24
5001 College Ave.
San Francisco
John P. Austin, '32
Equitable Life Bldg.
120 Montgomery St.
Hamilton W. Budge, '46
Brobeck, Phleger & Harrison
111 Sutter St.
Sherman Chickering, '29
111 Sutter St.
William S. Creighton, '39
2939 Divisadero St.
Charles A. O'Brien, '44
Department of Justice
6000 State Bldg.
Santa Barbara
Mancel T. Clark, Jr., '28
605 San Ysidro Rd.

COLORADO

Colorado Springs
Capt. Frank Zagorski, '44
Quarters 4510-E
U.S. Air Force Academy
Denver
Richard M. Davis, '29
860 Gaylord St.
John F. Malo, '40
2455 South Jackson St.
John C. Mitchell, 2nd, '34
2601 South Sheridan Blvd.
David C. Wilhelm, '38
1408 East 47th Ave.

DELAWARE

Wilmington
Hon. Caleb R. Layton, III, '26
P.O. Box 46
Edward R. McLean, '34
E. I. duPont deNemours & Co., Inc.
International Dept.

DISTRICT OF COLUMBIA

Washington
George W. Beatty, '50
Lee, Toomey & Kent
1200 Eighteenth St., N.W.
Hon. Geo. H. W. Bush, '42
U.S. House of Representatives
Lawrence C. Dalley, Jr., '45
888 17th St., N.W.

FLORIDA

Jacksonville
Laurence F. Lee, Jr., '40
Peninsular Life Insurance Co.
Miami
D. Pierre G. Cameron, '21
Ransom School
3575 Main Highway
Coconut Grove
David J. Williams, II, '38
13955 S.W. 82nd Ave.
Ponte Verde Beach
Arthur W. Milam, '45
P.O. Box 632
Sarasota
Parker C. Banzhaf, '38
3435 Sea Grape Dr.
Winter Haven
Richard C. Cheney, '48
American International Bank
Andrew P. Ireland, '48
American International Bank

GEORGIA

Atlanta
Herbert R. Elsas, '28
3510 Paces Ferry Rd., N.W.
Frank F. Ford, '32
Bus.—P.O. Box 19652
Home—2817 Habersham Rd., N.W
Jeremy T. Johnstone, '48
5215 Vernon Springs, N.W.
Columbus
M. C. Jennings, '36
Box 2121

HAWAII

Honolulu
William Reeves, Jr., '52
Iolani School

ILLINOIS

Chicago
Gardner Brown, '24
White, Weld & Co.
30 West Monroe St.
David A. Dudley, '28
Director of Admissions
Illinois Institute of Technology
3300 South Federal St.
Lake Forest
Barry C. Phelps, '49
1699 Riverwoods Rd.
Northfield
W. Newton Burdick, Jr., '35
217 Dickens Rd.
Rock Island
George T. French, '29
1230 36th Ave.
Skokie
R. Neison Harris, '32
9444 Skokie Blvd.
Peoria
Charles H. Kellogg, '35
908 Stratford Dr.

INDIANA

Evansville
Reginald B. Collier, '45
7300 Newburgh Rd.
Indianapolis
David Moxley, '42
Kiefer-Stewart Co.
1515 North Senate Ave.
C. Perrry Griffith, '45
499 Forest Blvd.

IOWA

Davenport
Alan S. Howard, '27
118 Ridgewood St.

KENTUCKY

Anchorage
Samuel S. Caldwell, Jr., '29
Lincoln Ln.
Louisville
William H. Abell, '28
Commonwealth Life Insurance Co.
4th and Broadway

LOUISIANA

New Orleans
C. Horton Smith, II, '28
108 Duplessis St.
Marshall L. Posey, Jr., '55
Bus.—c/o Kern Co. Land Co.
500 Saratoga Bldg.
Home—1511 Robert St.
Shreveport
Donald A. Raymond, Jr., '32
1132 Erie St.

MARYLAND

Annapolis
H. Richard Duden, '43
Perry Farms
Baltimore
Leonard M. Gaines, Jr., M.D., '45
213 South Tyrone Rd.
Bethesda
William C. Hart, '40
7504 Hampden Ln.

MICHIGAN

Ann Arbor
Charles H. Sawyer, '24
2 Highland Ln.
Birmingham
Frederick G. Bahr, '47
540 Berwyn St.
Donald H. Parsons, '48
Emery, Parsons & Bahr
1100 North Woodward
Detroit
William G. Butler, '30
2500 Detroit Bank & Trust Bldg.
George H. Hunt, Jr., '37
2238 Buhl Bldg.
Russell H. Lucas, '12
833 Penobscot Bldg.
Grand Rapids
Paul F. Steketee, Jr., '26
2700 Reeds Lake Blvd.
Grosse Pointe Farms
Carlton M. Higbie, Jr., '35
93 Kenwood Rd.
David W. Kendall, '20
75 Lake Shore Dr.

MINNESOTA

Minneapolis
Louis Polk, Jr., '49
General Mills, Inc.
9200 Wayzata Blvd.
A. Lachlan Reed, '35
Minneapolis-Honeywell Regulator Co.
2753 4th Ave., S.
Arne L. Schoeller, '48
1924 James Ave., S.
J. Kimball Whitney, '46
Whitney Land Co.
907 First National Bank Bldg.
Rochester
Dr. Douglas B. McGill, '47
200 First St.
Wayzata
Thomas M. Crosby, Jr., '56
Route 5, Box 656

MISSISSIPPI

Jackson
Donald K. Cameron, Jr., '48
936 Briarwood Dr.
William D. Lynch, '38
134 Chippewa Circle

MISSOURI

Clayton
Eugene F. Williams, '42
21 St. Andrews Dr.
Columbia
George C. Miller, '35
600 South Greenwood
Joplin
Lawrence S. Crispell, M.D., '38
Sixth and Pearl Ave.
Kansas City
Stephen W. Harris, '38
4700 Belleview
St. Joseph
Robert A. Brown, Jr., '49
Brown, Douglas and Brown
Tootle-Enright National Bank Bldg.
F. Gregg Thompson, Jr., M.D., '47
902 Edmond St.
St. Louis
Peter B. Hubbell, '50
5154 Westminster Pl.
John Shepley, '42
503 Locust St.

MONTANA

Missoula
Meridan H. Bennett, '45
315 Keith Ave.

Philipsburg
F. William Vietor, '37
Rocking Chair Ranch

NEBRASKA

Omaha
James A. C. Kennedy, Jr., '33
1502 City National Bank

NEVADA

Deeth
William B. Wright, Jr., '50
Mary's River Ranch
Reno
Robert S. Kimball, 3d, '51
P.O. Box 3117

NEW MEXICO

Albuquerque
Gregory H. Illanes, Jr., '38
Quinn & Co.
200 2nd St.
John P. Eastham, '45
Rodey, Dickason, Sloan, Akin & Robb
First National Bank Bldg.—West
Santa Fe
Leslie M. Redman, M.D.
Route 1, Box 177

NEW YORK

Amsterdam
Leon H. Young, '20
22 Summit Ave.
Buffalo
Walter F. Stafford, Jr., M.D., '38
24 Tudor Pl.
John N. Walsh, Jr., '39
85 Highland Ave.
Cazenovia
Robert B. Simonton, '50
West Lake Rd.
Ithaca
Andrew Schultz, Jr., '32
631 Highland Rd.
New York City
Bromwell Ault, '18
50 East 77th St.
Prescott S. Bush, Jr., '40
Johnson & Higgins
63 Wall St.
Peter M. Capra, '53
118 East 93rd St.
Nathaniel M. Cartmell, Jr., '42
McGraw-Hill Publishing Co.
330 West 42nd St.
Joseph C. Fox, '34
Kidder, Peabody & Co.
17 Wall St.
William D. Hart, '36
Parker, Duryee, Benjamin Zunino & Malone
1 East 44th St.
David D. Jones, '37
315 West End Ave.
Richard D. Lombard, '49
Lombard, Vitalis & Paganucci, Inc.
111 Broadway
John D. Lynch, '46
J. & W. Seligman & Co.
65 Broadway
J. Quigg Newton, Jr., '29
1 East 75th St.
William C. Ridgway, Jr., '25
Crum & Forster
110 William St.
Rochester
Bruce B. Bates, '49
87 Grosvenor Rd.
John H. Castle, Jr., '34
Ritter Co., Inc.
400 West Ave.
Samuel P. O'Connor, Jr., '24
Amsden-Connor-Mitchell, Inc.
146 Broad St.
Martin H. Donahoe, Jr., '31
343 State St.
Gordon P. Small, '42
1237 Midtown Tower
Scarsdale
Bernard L. Boyle, '27
2 Normandy Ln.
Syracuse
William O. Aikman, M.D., '42
1117 East Genesee St.
David H. Northrup, '32
205 DeWitt St.

NORTH CAROLINA

Charlotte
E. Osborne Ayscue, '51
800 North Carolina Nat'l Bank Bldg.
Durham
Peregrine White, '29
39 Kimberly Dr.

NORTH DAKOTA

Fargo
Thomas L. Powers, '20
1617 Seventh St., S.

OHIO

Akron
Wayne F. Anderson, '37
504 Delaware Ave.

Cincinnati

William Hausberg, 2d, '32
2600 Willowbrook Dr.
Rt. Rev. Henry W. Hobson, '10
405 Albion St., Glendale
Fletcher E. Nyce, '26
The Central Trust Co.
Wilford L. Romney, '19
7 Sylvan Ln., Wyoming
David M. Watt
3322 Mowbray Ln.

Cleveland

Edw. T. Bartlett, II
31700 Fairmount Blvd.
Thomas J. Keefe, '50
3290 Glencairn Rd.
James C. Miller, II, '50
2347 Tudor Dr.
James R. Stewart, '27
1144 Union Commerce Bldg.

Cleveland Heights

Edward D. Yost, '47
3137 Fairfax Rd.

Dayton

Vernon E. Midgley, '42
Martin Company
131 North Ludlow St.

Gates Mills

George Oliva, Jr., '39
West Hill Dr.

Granville

George W. Chessman, '37
Briarwood Rd.

OKLAHOMA

Bartlesville

Carl M. Elkan, '35
3501 Woodlawn Rd.

Oklahoma City

John H. Edwards, '22
2205 Liberty Bank Bldg.
Dr. Stewart G. Wolf, Jr., '31
644 N.E. 14th St.

Tulsa

James M. Bird, '35
Box 1590
c/o Seismograph Service Corp.
Henry C. Williams, '38
5159 East 31st St.

OREGON

Portland

Broughton H. Bishop, '45
Pendleton Woolen Mills
218 S.W. Jefferson St.
Edmund Hayes, Jr., '44
4256 S.W. Patrick Pl.
Frederick J. Kingery, M.D., '45
2250 N.W. Flanders St.

PENNSYLVANIA

Allentown

Charles D. Snelling, '49
2949 Greenleaf St.

Chambersburg

John M. Sharpe, Jr., '46
630 Philadelphia Ave.

Indiana

Joseph N. Mack, '44
Farmers Bank Bldg.

Narberth

Tolbert N. Richardson, Jr., '27
50 Righters Mill Rd.

Philadelphia

Henry R. Hallowell, '39
12 South 12th St.
c/o Gray & Rogers
James M. Mead, '47
31 East Springfield Ave.
Amory M. Sommaripa, M.D., '48
203 Chestnut Hill Ave.

Pittsburgh

Robert S. Kimball, Jr., '27
136 Beech St.
Edward O'Neil, '27
P.O. Box 1692
John M. Phillips, Jr., '30
Phillips Corp.
700 Clairton Blvd.

Rydal

John P. Stevens, III, '44
1143 Kingsley Rd.

Scranton

W. Lawson Chamberlin, '34
Chamberlin & Clarke
Northeastern National Bank Bldg.

Waverly

Thomas M. Rodes, '54
Beech St.
P.O. Box 231
James W. Vipond, '30
Waverly Dalton Rd.

Wayne

Robert Schafer, '29
730 Mancill Rd.

SOUTH CAROLINA

Charleston

McColl Pringle, '33
E. H. Pringle & Co.

Columbia

John R. Craft, '29
Columbia Museum of Art
Senate and Bull Sts.

Orangeburg

Benner C. Turner, '23
South Carolina State College

SOUTH DAKOTA

Keystone
James E. Liles, '55
Mount Rushmore National Memorial
Sioux Falls
Hiram G. Ross, '21
Box 423

TENNESSEE

Knoxville
John Muldowny, '44
Univeristy of Tennessee
Department of History
Memphis
Henry Loeb, III, '39
365 Colonial Rd.
Nashville
Robert L. Gwinn, '29
1719 West End Dr.
Brush, Hutchinson & Gwinn

TEXAS

Amarillo
Edward L. Roberts, '06
2211 Harrison St.
Dallas
N. Bruce Calder, '41
9211 Guernsey Ln.
William F. Neale, Jr., '44
1010 Hartford Bldg.
John R. Sears, '36
Republic National Bank of Dallas
El Paso
John D. Mason, Jr., '42
4208 North Stanton St.
Fort Worth
Edwin S. Ryan, '49
1700 Catalina Dr.
Houston
Hon. George H. W. Bush, '42
Federal Bldg., 515 Rusk
David M. Underwood, '54
Home—3506 Del Monte
Bus.—724 Travis St.
San Antonio
John M. Bennett, Jr., '27
National Bank of Commerce

UTAH

Ogden
Roderick H. Browning, '44
2641 Washington Blvd.
Salt Lake City
Lincoln D. Clarke, M.D., '42
156 Westminster Ave.
C. Chauncey Hall, M.D., '41
2652 East 6200 South

VIRGINIA

Charlottesville
Gardner W. Smith, M.D., '49
University of Virginia Hospital
108 Woodstock Dr.
Norfolk
Jere A. Klotz, M.D., '41
5534 Lakewood Dr.
Richmond
Thomas Walker, M.D., '28
Richmond Memorial Hospital
1300 Westwood Ave.

WASHINGTON

Bellevue
Walter S. Kimball, M.D., '30
3407 76th Ave., N.E.
Evergreen Point
Seattle
Lucius H. Biglow, Jr., '42
1900 Washington Bldg.
Pendleton Miller, '28
711 Central Bldg.
Holt W. Webster, '39
2000 12th Ave., E.
Snoqualmie Falls
Frederick W. Hayes
P.O. Box 97
Spokane
Samuel L. Galland, '25
West 1612 Marc Dr.
Tacoma
Howard S. Reed, '45
7502 North St., S.W.

WEST VIRGINIA

Charleston
William A. Pugh, '39
15 Grosscup Rd.
Wheeling
Marshall T. Gleason, Jr., '33
Shawnee Hills

WISCONSIN

Madison
Professor Williams L. Sachse, '30
1105 Waban Hill
Milwaukee
Robert A. Uihlein, Jr., '34
235 West Galena St.
Racine
John H. Batten, 3d, '31
Twin Disc Clutch Co.
1328 Racine St.

WYOMING

Casper
J. A. Padon, Jr., '39
P.O. Box 153

Story
Maurice Leon, Jr., '42
Box 6

ERMUDA
Hamilton
Hugh C. Masters, '40
Box 139

RAZIL
Sao Paulo
John R. Thompson, '41
Industria de Pneumaticos
Firestone, S.A.
Caixa Postal 8177

RITISH CROWN COLONY
Hong Kong
Kenneth K. Chun, '44
4/4 A Des Voex Rd.
Central Malayan Insurance Co.

ANAL ZONE
Balboa
Robert J. Boyd, Jr., '48
Box 2013

OLOMBIA
Bogota
William Adams, III, '44
First Nat'l City Bank of New York
Apartado Aereo No. 4134

NGLAND
London
Laurence W. M. Viney, '38
44 Great Queen St., W.C. 2

ERMANY
Duesseldorf
Arthur L. Kelly, '55
Cecilien Allee 80

UATEMALA
Guatemala City
John L. Whitbeck, '40
Apartado Postal 15-A

ITALY
Rome
Emory Basford
via Metro Paola Rubens 21

JAPAN
Tokyo
Patrick G. Nollet, '51
c/o French Embassy

KUWAIT
Sharq Dasman Area
Thomas W. H. Phelps
International School of Kuwait
10th & 18th Dasman St.

MEXICO
Mexico City
Samuel C. Dysart, Jr., '46
Fray Garcia Guerra #207
Lomas Virreyes

PHILIPPINES
Manila
C. Parsons, '41
Box 886

PUERTO RICO
Bayamon
Guillermo E. Gonzalez, Jr., '50
Hastings BA-9, Extension
Garden Hills
San Juan
Ricardo A. Gonzales, '53
G.P.O. Box 2129

SOUTH AFRICA
Selby, Johannesburg
C. Andrew Kaiser, '45
General Electric Bldg.

THAILAND
Bangkok
Piya Chakkaphak
572/1 Phasuk Lane

VENEZUELA
Caracas
Alberto J. Vollmer, '42
Edf. Polar-piso 13
Plaza Venezuela

VIRGIN ISLANDS
St. Croix
Frank L. Luce, '27
54 King St., Christiansted
St. Thomas
George A. Ball, '49
Quick-Pics, Inc.
30 Main St.

STUDENTS—1966-1967

GEOGRAPHICAL REPRESENTATION

Alabama	9	Nevada	1	Bahamas	1
Arizona	7	New Hampshire	7	Bermuda	3
Arkansas	1	New Jersey	36	Brazil	2
California	28	New Mexico	2	Canada	5
Colorado	6	New York	122	Republic of China	2
Connecticut	75	North Carolina	27	Dominican Republic	1
Delaware	3	North Dakota	2	El Salvador	2
District of Columbia	5	Ohio	29	England	4
Florida	17	Oklahoma	2	Germany	1
Georgia	8	Oregon	3	Italy	1
Illinois	15	Pennsylvania	38	Korea	1
Indiana	4	Rhode Island	10	Mexico	
Iowa	16	South Carolina	7	Pakistan	
Kentucky	2	Tennessee	5	Puerto Rico	4
Louisiana	2	Texas	13	Scotland	1
Maine	16	Utah	4	Spain	
Maryland	14	Vermont	7	Syria	1
Massachusetts	197	Virginia	14	Venezuela	
Michigan	15	Washington	3	Viet Nam	
Minnesota	12	West Virginia	3	Virgin Islands	
Mississippi	4	Wisconsin	4		
Missouri	6	Wyoming	2	Total	85
Nebraska	1	Africa	4		

CLASSIFICATION

250 Seniors
259 Upper Middlers
217 Lower Middlers
128 Juniors

854 Total Students

789 Boarding Students
65 Day Students

854 Total Students

A

U Abbott, Ernest Bennett
Medford, Mass.

J Aberizk, William Joseph, Jr.
Lawrence, Mass.

L Adair, Fred Lawrence, Jr.
Durham, N. C.

S Adams, Milton Bernard, Jr.
Alexandria, Va.

L Adelberg, Arthur William
New Haven, Conn.

I Adler, Douglas Ochs
New York, N. Y.

U Allan, Peter Neal
Pascagoula, Miss.

U Allen, Ernest Marvin, III
Chapel Hill, N. C.

S Allen, Henry Randall
Watertown, Conn.

U Allen, Mark Batchelor
Mill Valley, Calif.

Allen, Thomas Cleaveland
Beverly, Mass.
Alofsin, Anthony Michael
Memphis, Tenn.
Alsina, John Charles
New Haven, Conn.
Amstutz, Jay Thatcher
Lancaster, Pa.
Anderson, Brandt Charles
Hyannis Port, Mass.
Anderson, David Groves
Akron, Ohio
Anderson, Robert Gardner, Jr.
Chicago, Ill.
Anderson, Steven William
Waynesville, N. C.
Anderson, Walter Howard
Franklin, Ohio
U Andrews, Duncan Trumbull
Alexandria, Va.
S Apitz, Christopher Lee
Morris, Minn.
U Armstrong, Rex Edwin Hamilton
Portland, Ore.
S Arnold, David Bullard, III
Concord, Mass.
S Arnold, Robert Hall
Arlington, Va.
S Asher, James Michael
Leominister, Mass.
L Ashley, Craig Stanley
Syracuse, N. Y.
S Atkinson, Edward Page
Boston, Mass.

B

Bacalao, Enrique
Caracas, Venezuela
Backman, Daniel Gustav
North Reading, Mass.
Bacon, Carter Smith, Jr.
Hyannis Port, Mass.
Bagan, Kenneth Jay
Chicago, Ill.
Baird, Gordon Prentiss
New York, N. Y.
Baird, Jonathan Raymond
New York, N. Y.
Balfour, Richard James
Montreal, Que., Canada
Barber, Charles Bradford
Greenwich, Conn.
Barber, Robert Cushman
Charleston, S. C.
Barclay, John Whitney
New Haven, Conn.
Barr, Mark Sydney
New York, N. Y.
Bassett, John Bruce
Cos Cob, Conn.
Bates, Barry Kendall
Birmingham, Mich.
Baxter, Peter Carpenter
Simsbury, Conn.
Beardsley, Jeffry Sumner
Elkhart, Ind.
Beaulieu, Edgar Mark
Methuen, Mass.
Beck, Gordon Morison
Canton, Mass.
Bedell, Wallace Canaday, Jr.
Poughkeepsie, N. Y.
Belzner, William Duane
Provo, Utah
L Bennett, Charles Faulkner
New York, N. Y.
S Bennett, John Mirza, IV
San Antonio, Tex.
L Benson, Robert Granger, III
Essex, Conn.
J Bentley, Edward Salisbury, III
Las Vegas, Nev.
S Berg, Brian Gunder
Cavalier, N. D.
S Berlow, Bruce Alfred
Bethesda, Md.
S Berman, Robert Michael
Dorval, Que., Canada
L Bernardin, Richard Louis
Andover, Mass.
S Bidwell, John, Jr.
Greenville, S. C.
S Bigelow, Franklin Thomas, Jr.
Carpinteria, Calif.
U Billings, George Harrington
Falmouth, Mass.
S Billings, Roger Frank
Falmouth, Mass.
S Bird, James Raymond, Jr.
Plainfield, N. J.
J Bishop, Clarence Morton, III
Portland, Ore.
U Blacher, Steven Mark
Stamford, Conn.
S Black, Preston Robert
Scranton, Pa.
U Blake, Kenneth Braden, Jr.
Murrysville, Pa.
S Blakeslee, Guy Farlow
Palm Beach, Fla.
L Blakeslee, Steven Walton
Palm Beach, Fla.

U Blau, James Gordon
Erie, Pa.
S Bloom, David Allen
Lawrence, Mass.
S Bloombergh, John Hollis, Jr.
Rockport, Mass.
L Bluhm, Jeremy Scott
Kingston, Mass.
J Blum, Stephen Bennett
New York, N. Y.
J Boone, Sam Wood, Jr.
Maitland, Fla.
U Bossany, Robert John
Chetek, Wis.
S Bostian, William Jolliffe
Richmond, Va.
J Bostwick, Mark Allen
Kalamazoo, Mich.
J Boyden, Christopher Wayne
Parsippany-Troy Hills, N. J.
U Boyle, John Lennox
Concord, Mass.
U Boynton, Carter Reid
Stockbridge, Mass.
J Boynton, Charles Irving, 3rd
North Easton, Mass.
S Bradley, Michael Allen
Blackstone, Mass.
L Brainerd, Samuel Thompson
Billerica, Mass.
J Bralley, James Alexander, III
Decatur, Ill.
L Bralski, Alex Peter
Cleveland, Ohio
U Brande, Scott
Altoona, Pa.
L Braunlin, Daniel Edward
Dayton, Ohio

L Bro, Per Bjarne
Andover, Mass.
L Brockie, Edward Simmons, III
Englewood, N. J.
J Brown, Melville Stewart
New York, N. Y.
U Brown, Paul Brooks
Andover, Mass.
S Brown, Paul Cameron
North Kingstown, R. I.
S Brown, Stephen Dennis
Wellesley Hills, Mass.
S Brown, Stephen Gardner
Sahuarita, Ariz.
S Bruce, Greg
Sheridan, Wyo.
S Brush, Bartlett Marks
Oneonta, N. Y.
U Brush, William Edward
Omaha, Neb.
L Bryant, Monroe David, Jr.
Denison, Tex.
U Buchanan, John Grier, III
Sewickley, Pa.
S Buhler, Roman Paltenghe
Harrison, N. Y.
S Burdick, Winfield Newton, III
Northfield, Ill.
U Burke, Christopher James
New York, N. Y.
S Burns, Richard Randolph
Marblehead, Mass.
S Butte, John McMurray
Austin, Tex.
U Buttenfield, Philip Martin Pfeil
Pittsburgh, Pa.
S Byers, Robert Kern, Jr.
Gilroy, Calif.

C

L Cadogan, Stephen John
North Andover, Mass.
L Cagan, Richard Dennis
Florence, S. C.
J Cahill, James Dalton, III
North Hampton, N. H.
J Cahill, Peter duPont
Needham, Mass.
L Calihan, Robert Barnes
Rochester, N. Y.
U Callahan, Leslie Griffin, III
Fort Monmouth, N. J.
U Cambal, Dennis Hayden
Waltham, Mass.
S Cameron, Dennis Scott
Charlotte, N. C.

U Carr, John Henry, Jr.
Salem, Mass.
J Carroll, Anthony John
Old Brookville, N. Y.
L Cartmell, Nathaniel Madison, III
Pelham, N. Y.
L Castle, Richard DeWindt, Jr.
Rochester, N. Y.
S Cavanagh, Joseph Vincent, Jr.
Cranston, R. I.
J Celotto, Donald William, Jr.
New Haven, Conn.
S Chamberlain, Philip Kingsley
Fort Rucker, Ala.
S Chamberlin, Fletcher Coleman, Jr.
Sherborn, Mass.

J Chang, Patrick St. Clair
New York, N. Y.

J Chang, Rowland Waton
Pittsburgh, Pa.

J Chapin, Edward King
Manchester, Conn.

J Chapman, Donald Redding
Kentfield, Calif.

Chapman, James Westbrook
Farmington, Conn.

Cheng, DeWitt Tien-wei
Marietta, Ohio

J Chickering, John Cowee
Woodstock, Vt.

Chofnas, Eric Steven
Orange, Conn.

Church, Thomas Norton
Bethlehem, Pa.

Clapp, John Thayer
APO San Francisco, Calif.

Clark, John Gilman
Providence, R. I.

J Cleary, Neil Augustine
Ipswich, Mass.

Cleveland, Michael Lambert
New York, N. Y.

Cline, William Whittenburg
Amarillo, Tex.

Coburn, Stephen Campbell
Bedford, N. Y.

Coghlan, James Joseph, III
West Point, N. Y.

Cohan, Robert David
Worcester, Mass.

J Cohen, Rip
Millburn, N. J.

Cohen, Todd
Millburn, N. J.

Coit, Daniel Grosvenor
Washington, Conn.

Colby, Seth Bartholomew
New York, N. Y.

Coleman, Edward Francis
Andover, Mass.

Collier, Charles Whitney
Wellesley, Mass.

J Collins, Ernest James, Jr.
Trenton, N. J.

Combs, Craig Skidmore
Eatontown, N. J.

J Comstock, Lyndon Brent
North Muskegon, Mich.

J Conway, John Patrick, Jr.
Whitehaven, Tenn.

Copeland, Craig Scott
Kensington, Md.

U Copley, Michael Clifton
La Jolla, Calif.

L Corcoran, Francis Gerald
Philadelphia, Pa.

L Corcoran, Robert Patrick
Cambridge, Mass.

S Cossermelli, Carlos Eduardo
Sao Paulo, Brazil

U Craft, Samuel Colvin, III
Menomonee Falls, Wis.

J Craig, Daniel
Belmont, Mass.

L Crawford, Blake Lawrence
Wilmington, Del.

U Crock, Stanley Miles
New Bedford, Mass.

L Cronin, Anthony Guthrie
Laguna Beach, Calif.

J Crosby, Gerrit Lansing
Woodbridge, Conn.

S Cross, Norman Campbell, Jr.
Lunenburg, Mass.

L Crouch, Hubert Adair, III
Tullahoma, Tenn.

J Crouch, Luis Arturo
Santiago, Dominican Republic

J Crowley, Frank Esmond
Hamilton, Mass.

U Crowley, Roland Vincent
Lowell, Mass.

S Cunningham, Andrew Francis
Quebec, Que., Canada

S Cunningham, Daniel Paul
Cincinnati, Ohio

L Cunningham, James Archibald
Quebec, Que., Canada

L Cunningham, Thomas Allen
Portland, Ore.

J Curley, John Walton
New York, N. Y.

J Curran, Michael Scot
Pittsburgh, Pa.

U Currie, Francis Sparre
New York, N. Y.

U Currier, Scott Huntington
Andover, Mass.

U Currin, Henry Randolph, Jr.
Durham, N. C.

S Cuthbertson, John Ponton
Boxford, Mass.

Cutler, Lloyd Norton, Jr.
Chevy Chase, Md.

U Czarnecki, John Jacob
Reading, Pa.

D

S Dailey, William Jonathan
New York, N. Y.
U Daly, Martin William, Jr.
Andover, Mass.
U Danforth, David Newlon
Wellesley Hills, Mass.
U Danforth, William Henry, III
Belmont, Mass.
S Davis, André Maurice
Baltimore, Md.
S Davis, Churchward, Jr.
Pittsfield, Mass.
J Davis, Robert Andrew
Fort Defiance, Ariz.
L Davison, Edward Benson
Flint, Mich.
L Dawson, Alan Douglas
Lawrence, Mass.
S DeAngelis, Paul Thomas
New York, N. Y.
U Deck, Michael Clemens
West Hartford, Conn.
U DeFelice, Harold Louis, Jr.
Hamden, Conn.
S Dembski, Stephen Michael
Reading, Mass.
U Deming, Ellsworth Huntington
Hamden, Conn.
J Deming, John Nelson, Jr.
Hamden, Conn.
J Dempsey, Guy Cary, Jr.
New York, N. Y.
U Denger, Timothy Eugene
Xenia, Ohio
J DeRocco, Paul David
Bridgewater, Mass .
S deSola, Carlos
San Salvador, El Salvador, C.A.
U DesRoches, Daniel Scott
Andover, Mass.
S Deutsch, Nicholas Arthur
Cambridge, Mass.
U Devereux, Edward Rickert, Jr.
Ponte Vedra Beach, Fla.
L Dibble, Philo Louis
New York, N. Y.
L Dickson, Daniel Hugh
Miami Shores, Fla.
L Dieterich, David Henry
Winchester, Mass.
L Dixon, George Elliott
New Canaan, Conn.
L Dobson, James Jaimet
Milford, Del.
U Dodd, Douglas Van Everen
Andover, Mass.
U Doe, Lawrence Conant
Harvard, Mass.
L Donahue, Douglas Aidan, Jr.
Norwell, Mass.
S Donahue, John Christopher
Pittsburgh, Pa.
J Donner, Alexander Brokaw
New York, N. Y.
L Donovan, Charles Stephen
Wakefield, Mass.
S Doran, John Joseph
Wellesley, Mass.
S Dorn, William Leary
Houston, Tex.
U Douglas, Eric Frost
Glendora, Calif.
J Doyle, Kevin Lawrence Thomas
New York, N. Y.
U Drake, Frederick Ellis, III
Bath, Me.
J Drake, Harry Wilbur Hill
Rochester, N. Y.
U Drake, Jay Davis
Gardner, Mass.
U DuMez, Richard Alan, Jr.
Schenectady, N. Y.
U Dunbar, Theodore David
Syracuse, N. Y.
S Duncan, Robert Ames
Baltimore, Md.
S Dunham, Carroll, Jr.
Old Lyme, Conn.
U Dupont, Jules St. Martin, Jr.
Houma, La.
S Dyer, Charles Herbert
Haverhill, Mass.
S Dyer, John Brent
Bangor, Me.

E

S Earle, John Michael
London, England
U Eaton, Jonathan Williams
New York, N. Y.
U Eaton, Theodore Hambleton
Grosse Point, Mich.
L Ebner, Michael Joseph
Providence, R. I.
S Eckhardt, Robert Campbell
Gibsonia, Pa.
L Eddy, Edward Danforth, III
Pittsburgh, Pa.

J Edmundson, Stephen Taylor
Darien, Conn.
J Ehrlich, Frank Chapman
Kansas City, Mo.
L Elder, William Scott, III
Fairfield, Conn.
S Ellis, Alexander, III
Concord, Mass.
S Engvall, David Melville
Dublin, N. H.
L Ensor, David Burnham
London, England

U Ermer, Curtis Arthur
Andover, Mass.
S Escoruela, Andres Joseph
New York, N. Y.
U Esteves, Vernon Xavier
San Juan, P. R.
J Eubanks, Fenn Bailey
Chapel Hill, N. C.
U Evans, Peter Seelye
Demarest, N. J.
U Everett, Davis Burton
Excelsior, Minn.

F

J Fairley, Alan Hewitt
Riverhead, N. Y.
L Farnam, James Berwick
Wallingford, Conn.
J Farrell, Michael O.
Salisbury, Mass.
J Fawcett, Alan Blackwood
Oakville, Ont., Canada
U Feldman, James Samuel
Waban, Mass.
L Fessenden, James Southwick
Ogden, Utah
J Fine, Valentine Bliss
Clarks Summit, Pa.
U Fink, James Allan
Jackson, Minn.
U Fishman, Kenneth Harris
St. Thomas, Virgin Islands
U Flad, Ward Beecher
Youngstown, Ohio
U Fleischer, Cornell Hugh
Pasadena, Calif.
U Fleming, David Andrew
Chatham, N. J.

S Florenz, Paul Andrew
Methuen, Mass.
J Ford, John
Bronx, N. Y.
U Forsyth, Scott Allen
Webster, N. Y.
S Fraker, Ford McKinstry
Princeton, N. J.
S Francesco, Steven Anthony
Beverly Farms, Mass.
U Freedman, Robert Morris
Natick, Mass.
S Freeman, Douglas Southall, II
New York, N. Y.
U Friedlander, David Samuel
Pittsburgh, Pa.
S Friedman, Michael Alan
Charleston, Mo.
L Funkhouser, David Kristen
Concord, Mass.
S Funston, George Keith, Jr.
Greenwich, Conn.
J Fury, Conail Steven
Snoqualmie, Wash.

G

S Gadsden, James Philip
Pelham, N. Y.
S Gadsden, Thomas Parker
Short Hills, N. J.
S Gaffny, John Joseph, III
North Andover, Mass.
L Gailliard, Robert Lee
Charleston Heights, S. C.
J Galbraith, James Kenneth
Cambridge, Mass.
U Ganem, Donald Emil
Methuen, Mass.
J Ganley, Richard Edward
Lawrence, Mass.
L Gardner, Kevin Owen
Hopkinton, N. H.

L Gardner, Robert Abbe, III
Lake Forest, Ill.
S Gardner, Steven Hedden
Weston, Mass.
U Garten, Allan Michael
Tampa, Fla.
U Gates, Donald Robert
Des Moines, Iowa
S Gates, Frederick Taylor, III
Nassau, Bahamas
J Gearing, Milton LeRoy, 2nd
Wallingford, Conn.
L Gelb, Lawrence Nason
New York, N. Y.
J Gibbons, Edmund Graham, III
Tuckers Town, Bermuda

S Giles, James David
Oklahoma City, Okla.
L Ginsburg, Jonathan
Washington, D. C.
L Glenn, Bruce Owen
Arvada, Colo.
S Glenn, Carvel Wayne
Greenwich, Conn.
L Glenn, Lawrence Edward
Greenwich, Conn.
U Goddard, Daniel Convers
Montreal, Que., Canada
U Gonzalez, Carlos Alberto
Santurce, Puerto Rico
L Gonzalez, Roberto
Santurce, Puerto Rico
S Goodspeed, Norwick Beauford Houston
Fairfield, Conn.
U Gordon, John William
Cheshire, Conn.
L Gores, Karl Landis
New Canaan, Conn.
S Gould, Willard Joseph, III
Branford, Conn.
S Grafton, Anthony Thomas
New York, N. Y.
U Green, Benjamin Paul
Rochester, N. Y.
J Green, Lewis Stephen
Lawrence, Mass.
S Griffith, Cornelius Lavern
Evansville, Ind.
L Griggs, Douglas Steven
Melrose, Mass.
L Grillo, John Michael
Andover, Mass.
U Grinberg, Harold David
Pittsburgh, Pa.
L Gross, Henry Robert
Palatine, Ill.
L Gruber, Benjamin Aaron
Salem, N. H.
U Gruner, Robert Barnet
New York, N. Y.
U Gudorf, Scott Norman
Dayton, Ohio
U Gura, Philip Francis
Ware, Mass.

H

U Hagel, John, III
Caparra Heights Station, Puerto Rico
S Haley, Mark Layton
Andover, Mass.
U Hall, Oakley Maxwell, III
Olympic Valley, Calif.
U Hall, Russell Bruce
Springfield, Va.
U Hament, John Maxwell
Maxwell Air Force Base, Ala.
S Hammond, William Edward
Greenwich, Conn.
S Hance, William, II
Atlanta, Ga.
J Hancock, Sean Jerome
Pengilly, Minn.
S Hand, Clark William
Andover, Mass.
S Hanley, John Weller, Jr.
Cincinnati, Ohio
U Hansen, Jeffrey Bayard
New Canaan, Conn.
L Hansen, John Mark
Parkers Prairie, Minn.
U Hardegree, Gary Michael
Smyrna, Ga.
L Hardy, Christopher Bartlett
New York, N. Y.
U Harman, James Langmuir
Rowayton, Conn.
S Harness, Edward Granville, Jr.
Cincinnati, Ohio
L Harper, Stephen Henry
Irvington, N. Y.
L Harris, Albert William, III
Sewell, N. J.
S Harris, Alexander Eisemann
Atlanta, Ga.
U Harris, Charles Clements, Jr.
Sewell, N. J.
J Harris, Nicholas Bennett
New York, N. Y.
S Harrison, Charles Maxwell
Santa Fe, N. M.
U Harrison, Richard Granville
Darien, Conn.
U Hart, Henry Ashton
Bethesda, Md.
U Hart, Kevin Edward
St. Mary's, Pa.
U Hartzell, James Jerome
Gettysburg, Pa.
L Hartzell, Richard William
Kettering, Ohio
U Harward, Vernon Judson, III
Northampton, Mass.
S Hausberg, Mark
Cincinnati, Ohio
U Hawkins, John Richard, III
River Edge, N. J.
L Hawkins, Peter Gregory
River Edge, N. J.
L Hayden, Jonathan Brewster
Yarmouth, Me.

U Healey, Todd Stephen
Upper Montclair, N. J.
U Hearey, Bruce Gerard
Oaklyn, N. J.
L Hearty, James Bowe
Marblehead, Mass.
J Hearty, Owen Eugene
Marblehead, Mass.
U Heatley, John Eldridge
Fort Lauderdale, Fla.
S Heber, Justin Garland
Green Lake, Me.
L Hecht, Alan Harvey
Cape Girardeau, Mo.
U Heifetz, Irvin Neil
Andover, Mass.
L Henning, Cameron Hunt
New Haven, Conn.
L Henningsen, Victor William, III
Pelham Manor, N. Y.
S Hertz, Paul Richard
Springfield, Ohio
L Hibbard, Foster Leonard, Jr.
San Francisco, Calif.
J Higbie, Carlton Milo
Grosse Pointe Farms, Mich.
L Higby, Lawrence Harris, Jr.
Lander, Wyo.
U Hildebrandt, Andrew Wayne
Lawrence, Mass.
J Hinkle, Tobin Hufstader
Santee, Calif.
U Hodge, Ian Gordon, Jr.
Lancaster, Pa.
U Hogen, John Elliott Greene
Chappaqua, N. Y.
S Holkins, John McGarry
Howell, Mich.
S Holland, Baxter Clay
Greenwich, Conn.
L Holland, William Welsh
Greenwich, Conn.
L Hollinger, Peter Lewis Bond
Monrovia, Liberia
U Holman, Jonathan Harrison
Larchmont, N. Y.
J Holmes, Christopher
New Paltz, N. Y.
L Hooker, Jonathan Bakewell
Guilford, Conn.
U Hopkins, Brian James
Rome, N. Y.
L Hosken, John Michael
Lexington, Mass.
J Howes, David Graham
New York, N. Y.
J Hudson, William Lawrence
Concord, Mass.
U Hughes, Bruce Allan
Swampscott, Mass.
J Humphries, Joel Martin
Long Beach, Calif.
S Huntington, David Champion
Troy, N. Y.
S Hurley, James Robert, Jr.
Atlanta, Ga.
S Hutchison, Robert Alan
Carlisle, Iowa

I

L Ide, George Everett
Vestal, N. Y.
S Ingram, Alfred Christopher
Chicago, Ill.
S Ireland, Thomas Ellis
New York, N. Y.
U Irwin, Michael James
New Virginia, Iowa
U Ivey, Willie McCoy, Jr.
Newport News, Va.

J

L Jacobson, John Frederick, Jr.
Saddle River, N. J.
S Jamieson, Donald Francis
Edinburgh, Scotland
L Jardis, Charles Edward
Andover, Mass.
U Jensen, Frode, III
Riverdale, N. Y.
U Jenssen, Thomas Arthur
Windham, N. H.
U Johanson, David Owen
Wellesley, Mass.
L Johns, Glover Steiner, III
New York, N. Y.
S Johnson, Barry William
Neptune, N. J.
L Johnson Gary Russell
Andover, Mass.
L Johnson, John William, III
Langdale, Ala.
S Johnson, Mark Peter
Andover, Mass.
S Johnston, William Elliott
Jackson, Miss.
L Jones, Christopher Bentley
Andover, Mass.
S Jones, Stephen Brewster
Brewster, Mass.

L Jones, William Pickering, Jr.
Darien, Conn.

U Joseph, Jean Paul
San Salvador, El Salvador, C. A.

U Juer, Frederick George
Dolgeville, N. Y.

K

S Kahn, Joseph Plaut
Scarborough, N. Y.

U Kaiser, Julian Stevens, Jr.
Andover, Mass.

U Kaneb, Thomas Abraham
Cornwall, Ont., Canada

L Kaplan, James Ellis
Nanuet, N. Y.

J Kaplan, Paul Henry Daniel
Northampton, Mass.

S Kaufman, Mark Leslie
Lawrence, Mass.

U Kefferstan, Robert Dick, II
Andover, Mass.

L Kelleher, Hugh Richard
Bradford, Mass.

S Keller, Peter Gardner
Chestnut Hill, Mass.

S Kellogg, Stephen Brewster
Weston, Mass.

J Kelly, Mark Carroll
Rye, N. Y.

S Kelsey, Harvey Marion, III
Rye, N. Y.

L Kelsey, James Talcott
Rye, N. Y.

U Kelsey, John Lufkin
Toledo, Ohio

L Kemp, Kenneth William
Tipton, Iowa

L Kemper, Rufus Crosby, 3rd
Kansas City, Mo.

J Kendall, Richard Becker
Princeton, N. J.

S Kendrick, Melvin Southworth
Wenham, Mass.

J Kenna, Michael Earl
Beverly Farms, Mass.

U Kenney, Pardon Robert
Andover, Mass.

L Kent, Daniel Leonard
Andover, Mass.

S Ketch, Lawrence Levant
Denver, Colo.

U Key, Richard Ralph
Chevy Chase, Md.

L Kiarsis, Victor, Jr.
South Dartmouth, Mass.

S Kidd, Lawrence Graves
Andover, Mass.

U Kidde, Thomas Sloan
Pasadena, Calif.

L Kilbreth, Jeffrey Lawrence
Portola Valley, Calif.

L Kingsley, James Oliver
Pacific Palisades, Calif.

U Kirkpatrick, William Alexander, Jr.
Carnegie, Pa.

L Kittredge, Charles James, III
Boxford, Mass.

L Knapp, Alfred John, Jr.
Houston, Tex.

U Kneisel, Peter Jeffrey
Branford, Conn.

U Koch, Daniel S.
Little Neck, N. Y.

S Koch, James Paul
Larchmont, N. Y.

U Kogut, James Henry
Woonsocket, R. I.

U Kohler, Ted Raney
Marion, Ohio

U Konecky, Sean
New York, N. Y.

J Korba, John Alan
Andover, Mass.

U Krier, Kenneth Daniel
Canton, Ohio

U Kritzer, Robert Benjamin
Brooklyn, N. Y.

L Kroescher, Thomas Ralph
Salt Lake City, Utah

L Kropke, Robert Thomas
Jersey City, N. J.

U Kruse, Robert Virgil
Tucson, Ariz.

S Kubie, John Latz
Scarsdale, N. Y.

L Kunen, Peter Daniel
Marlboro, Mass.

L Kunkle, Daniel Alan
New Kensington, Pa.

S Kurz, James Steward
Springfield, Va.

L

L Landry, Alan Sullivan
Andover, Mass.

S Langford, Charles Parmelee
Lindenhurst, L. I., N. Y.

J Lanius, Paul Baxter, III
New York, N. Y.
J Latvis, Paul Peter
Lawrence, Mass.
J Laurier, Robert Carl
St. Lambert, Que., Canada
S Lawrence, Randolph Thomas
Pound Ridge, N. Y.
L Layton, Charles Lewis
New York, N. Y.
J Leahy, Thomas Anthony
Fort Bragg, N. C.
L Leavitt, David Lobell
Hanover, Pa.
S Lee, Elwyn Cornelius
Houston, Tex.
S Lee, James Hammon
Wichita Falls, Tex.
L LeGendre, Stephen Mark
Andover, Mass.
S Leinwand, Ira Jay
Great Neck, N. Y.
U Lemkin, Michael Bruce
Lowell, Mass.
L Levin, Frederic Winstan
Norwich, Conn.
J Lewis, Charles Adams
Morristown, N. J.
S Lewis, Rodney Eldon
Gibbon, Minn.
U Libby, Irve Lewis, Jr.
Westport, Conn.
U Liberman, Michael Charles
Mansfield Center, Conn.
J Liff, Michael Peter
Adamant, Vt.

L Lightfoote, Johnson Benjamin
Tuskegee, Ala.
U Liles, Coit Redfearn
Wadesboro, N. C.
L Lim, Howard, Jr.
New York, N. Y.
U Lindley, Charles Robert Denver
New York, N. Y.
U Lindsay, Ronald Thomas
Charlotte, N. C.
U Logan, Richard Dougherty, III
Glendale, Ohio
J Logsdon, John Michael
Savannah, Ga.
S Logsdon, Mark Joseph
Savannah, Ga.
L Louie, Eric Kuo-wei
Chicago, Ill.
J Luby, Thomas Stewart
Meriden, Conn.
S Lucas, John Edward
York, Me.
S Lucas, William Charles
Scarsdale, N. Y.
L Lux, Richard Alan
Andover, Mass.
U Lynch, Dana Hoyt
Jackson, Miss.
U Lynch, James Anthony, Jr.
Stamford, Conn.
U Lynch, James Roger
St. Louis, Mo.
L Lynes, Christopher Roland
Newark, Del.
S Lytle, Jesse Stewart
Birmingham, Ala.

M

J McAvity, James Douglas
Birmingham, Ala.
L McAvity, Thomas Malcolm
Birmingham, Ala.
L McBee, Coles Hunter
Andover, Mass.
J McCallum, Peter Clark
Cold Spring, N. Y.
S McCarthy, Stephen Joseph
Marblehead, Mass.
U McGar, Bruce Schuyler
Binghamton, N. Y.
L McGhee, Joseph Richard
Pittsburgh, Pa.
L McGinnis, James William, Jr.
Cary, N. C.
J McGowan, Michael Vincent
Bethel Park, Pa.
U MacGuire, Donald Cameron
Montgomery, Ala.

J McLellan, George Albert
Barcelona, Venezuela
U McNealy, Roderick Marshall
Chicago, Ill.
S MacNelly, James Bruce
Cedarhurst, L. I., N. Y.
L McVicar, Dwight Morgan
Bedford, N. Y.
S Mahoney, Haynes Richardson, III
New York, N. Y.
L Mahoney, Patrick Jeremy
White Plains, N. Y.
S Malick, Daniel Franklin
Monroeville, Pa.
L Malick, John David
Monroeville, Pa.
S Marichal, Miguel
Cambridge, Mass.
U Markley, Herbert James
North Canton, Ohio

U Marshall, Courtney Allen
Machias, Me.
L Marshman, David McGill
Darien, Conn.
U Martz, Robert Graham
Boulder, Colo.
J Mass, Robert Allan
Hewlett, L. I., N. Y.
S Masters, James Henry Peniston
Pembroke, Bermuda
L Matthei, Warren Douglas
Kettering, Ohio
J Mattis, Frederick Norman
Chapel Hill, N. C.
S May, Graham Stirling
Cromford, nr. Matlock, Derbyshire, England
S Mears, William Sargeant
Litchfield, Conn.
S Melamed, Jeffrey Stephen
Binghamton, N. Y.
S Melendy, Robert Gordon, Jr.
New Haven, Conn.
U Meller, Gary Chester
Chappaqua, N. Y.
S Mendenhall, John Talcott, Jr.
Madison, Wis.
S Menocal, Luis, III
Mexico, D. F., Mexico
L Meserole, Jere Schenck, Jr.
Burlington, Vt.
L Mesrobian, Robert Bennet
Hinsdale, Ill.
L Metcalf, Scott Carroll
Tampa, Fla.
J Michals, Jonathan Bruce
Waban, Mass.
J Miller, Lawrence Robert
Glenview, Ill.
S Miller, Marshall Burns, Jr.
San Antonio, Tex.
L Miller, Winlock William
Seattle, Wash.
S Miner, Frank Courtright, Jr.
Englewood, Colo.
L Minor, Alfred N.
Richmond, Va.
S Mintkeski, Walter Cleverdon
Manhasset, L. I., N. Y.
J Monach, William Reynolds
Andover, Mass.
J Mondano, Frank
Chelsea, Mass.
L Mooney, Brian Curtis
Melrose, Mass.
U Moore, Christopher Haycock
West Hartford, Conn.
S Moore, James Daniel, Jr.
New York, N. Y.
S Moore, John Baker
Wheaton, Ill.
S Moore, Joseph Fitzgerald
Pasadena, Calif.
U Moravec, Francis Joseph
Tuxedo Park, N. Y.
L Morey, John Hope, Jr.
Frostburg, Md.
U Moriarty, John James
Andover, Mass.
S Morris, Sidney Brock
Pittsburgh, Pa.
U Moseley, Thaddeus Maury
Jacksonville, Fla.
J Moss, Peyton Howard, Jr.
Tuxedo Park, N. Y.
L Motte, Warren Francis, Jr.
Walpole, N. H.
U Moulin, Albert Edward, III
New Orleans, La.
S Muhs, Peter LeBreton
Pebble Beach, Calif.
L Murphy, James B., II
New York, N. Y.
S Myers, Gregory Bruce
Ottumwa, Iowa

N

U Nadel, James Oliver
Silver Spring, Md.
S Neal, Albert Malone, Jr.
Marion, N. C.
U Nedostup, Mark Anthony
Pittsburgh, Pa.
L Nelson, Dirk Brunius Bartlett
Greenwich, Conn.
U Nelson, Paul Michael
Des Moines, Iowa
S Nelson, Phillip Lloyd
Harpers Ferry, W. Va.
S Nettleton, John Scott
Fort Collins, Colo.
L Newburger, Frank Lieberman, III
Rydal, Pa.
S Newmyer, Arthur Grover, III
Washington, D. C.
U Nicholls, Dale William
Houghton, Mich.
S Nierenberg, David Werblin
Chappaqua, N. Y.
S Ninger, Theodore Constant
Clifton Springs, N. Y.

L Nixon, Peter Edward
Kennebunk, Me.
L Nordeen, Craig William
Davenport, Iowa
U Northrup, David Hays, Jr.
Syracuse, N. Y.
L Nowara, Andreas Alexander
Canton, Ohio
U Nowell, Frederick Nichols, III
Andover, Mass.
L Nuckolls, Richard James
Chapel Hill, N. C.

O

U O'Dea, Brian Gibbons
Lowell, Mass.
L O'Donnell, Robert Todd
Westfield, Mass.
L O'Herlihy, Gavan John
Malibu, Calif.
S O'Hern, Joseph John
Barnum, Iowa
J Olivier, Daniel Dretzka, Jr.
Andover, Mass.
L Oller, Arthur Greenleaf
Newport, R. I.
L Olney, Peter Butler, III
Andover, Mass.
U Olsen, Dwight E. Stephen
Bagley, Minn.
U O'Meara, Robert Matthew
Cedar Rapids, Iowa
U O'Neill, Henry Eaton
Granville, Ohio
U Onerheim, Neil Eric
Ottumwa, Iowa
U Oniskor, Alan Philip
Flushing, N. Y.
U O'Rourke, John Thomas
North Tewksbury, Mass.
S Orr, Robert Bird
St. Joseph, Mo.
U Outerbridge, Ira Stuart, III
Pembroke, Bermuda
U Overton, Timothy Merwin, Jr.
Tenafly, N. J.

P

U Paez-Aragon, Alejandro
Mexico, D. F., Mexico
U Panetta, Vincent Joseph, Jr.
East Longmeadow, Mass.
S Paoletti, James Joseph
Hartford, Conn.
L Parcells, Steven Jay
Grosse Pointe, Mich.
S Park, Bradford Stalker
North Reading, Mass.
U Parker, John Albert, Jr.
Pittsburgh, Pa.
U Parkes, Jonathan Walker
Ann Arbor, Mich.
S Parry, Thomas Hugh
Hamilton, N. Y.
L Patton, Charles Riley
Asheville, N. C.
L Pauley, Nicholas Andrew Cotton
New Canaan, Conn.
J Peck, Charles Edward, Jr.
Perrysburg, Ohio
L Peck, Hubert Raymond, III
Radnor, Pa.
L Perdue, David King
Port Washington, N. Y.
S Perkins, Arthur James
Dale, Ind.
J Perkins, Romerio Dorianzo
Tallahassee, Fla.
U Pertnoy, Sidney Mark
Miami Beach, Fla.
L Peters, Daniel Stott
Chestnut Hill, Mass.
J Peters, Frederick Warburg
New York, N. Y.
L Peterson, Harries-Clichy, Jr.
Los Altos Hills, Calif.
S Peterson, Lee Allen
Old Lyme, Conn.
L Pfeifle, Harold Franklin
Kingfield, Me.
L Pfeifle, Louis Charles
Kingfield, Me.
U Pickett, Russell Ames
Milton, Mass.
J Pieters, Albert Stephen
Andover, Mass.
S Pike, Nathan Howard
Pipestone, Minn.
S Platz, James Andrew
Auburn, Me.
L Plummer, David Leighton
Charlotte, N. C.
J Poirier, Marc Raymond
Durham, N. C.
U Ponti, Joseph Francis
Andover, Mass.
S Post, Michael Adam
Great Neck, N. Y.

U Powell, Daniel Winston
Houlton, Me.
U Pratt, Robert Tucker
St. John's, N. F., Canada
S Prichard, Edward Allen
Versailles, Ky.
S Priestley, James Russell
Melrose, Mass.
U Proctor, Richard David
Greenwich, Conn.
L Pugh, George Arthur, II
Youngstown, Ohio
U Pullen, Vincent Paul
New Canaan, Conn.
J Pynchon, John Forrest
Winthrop, Me.

Q

S Quarrier, John Vanderbilt
New Canaan, Conn.
J Quinby, James Leighton
Greenwich, Conn.
U Quinlan, Michael Owen
Northboro, Mass.
U Quinlan, Peter Thomas
Tucson, Ariz.

R

S Rainey, Derek Rexton
Port Huron, Mich.
S Ramey, Clayton Reginald
Norfolk, Va.
L Randazzo, Richard Lee
North Andover, Mass.
U Rawson, Christopher Bennett
Riverside, Conn.
L Raymond, Andrew Joseph
Trenton, N. J.
J Read, Dale Thomas
Cleveland, Ohio
L Read, Richard Rollins, Jr.
Mt. Kisco, N. Y.
L Reddersen, Brad Rawson
Glenview, Ill.
U Reed, Mark Honeywell
Wayzata, Minn.
S Reed, Philip Dunham, III
Westfield, N. J.
S Rees, Thomas Dynevor
Andover, Mass.
U Reid, Barry Lee
Salisbury, N. C.
S Reider, Bruce
Edison, N. J.
J Remmel, Harmon Lawrence
New York, N. Y.
S Remsen, James Vanderbeek, Jr.
Lakewood, Colo.
U Rendleman, Neal James
Dysart, Iowa
L Renvyle, Rodney Christian
Johnstown, N. Y.
L Reynolds, Robert MacAlpine
Princeton, N. J.
U Rice, Robert Blair
Fitchburg, Mass.
L Richardson, Harold Leonard, III
Ross, Calif.
U Richardson, James Powell
Houston, Tex.
U Richmond, Scott Louis
Malden, Mass.
U Ristuccia, Joel Manuel
Andover, Mass.
J Ristuccia, Matthew Paul
Andover, Mass.
L Roberts, Gregory Charles
Longmeadow, Mass.
J Robinson, Frederick James, III
Grosse Pointe Farms, Mich.
S Robinson, William Wylie
Lancaster, S. C.
S Roby, Thornton Bigelow
Saddle River, N. J.
S Rockwell, Charles Embree, Jr.
New Canaan, Conn.
U Rogers, James Slocum
Scarsdale, N. Y.
U Rogers, Walter Irving
Denmark, S. C.
L Rollings, Bradley Kelley
Tucson, Ariz.
J Rollings, Donald Bacon
Tucson, Ariz.
L Romano, Anthony, II
Livingston, N. J.
S Rooney, Mark Brigham
Pelham, N. Y.
J Rose, Richard Snydam
Lock Haven, Pa.
U Rosen, Neal Anthony
Waterloo, Iowa
U Ross, James Barnet
Providence, R. I.
S Roth, Dennis Levin
Sidney, Ohio
J Roth, William Hartley
Sidney, Ohio
L Roversi, Robert Goodwin
Andover, Mass.
J Russo, John Joseph, II
Los Angeles, Calif.

Rutherford, George Little, III
Waterville, N. Y.
Rutherford, Richard Woodson
New Canaan, Conn.
L Ryan, Peter Burton
Wellesley Hills, Mass.
J Rynne, Elmer Paul, Jr.
Lowell, Mass.

S

L St. Lawrence, Christopher Peter
Suffern, N. Y.
L Sabl, John Jeral
Los Angeles, Calif.
J Sagaser, David D.
Andover, Mass.
S Salk, Jonathan Daniel
La Jolla, Calif.
U Samp, Frederick Sullivan
Cambridge, Mass.
J Samp, Richard Abbott
Cambridge, Mass.
J Samsel, Peter Warren
Pittsfield, Mass.
U Samson, Hugh Willett
Princeton, N. J.
L Samson, Peter
Princeton, N. J.
S Samuels, Edward Barry
Paragould, Ark.
L Sanford, Richard Frederick
West Woodstock, Vt.
S Saunders, Wade Hampton
Bethesda, Md.
U Sawyer, James Kelsey
Dalton, Mass.
S Schabort, Petrus Jacobus
Westcliff, Johannesburg, South Africa
S Scheft, Thomas Winden
West Newton, Mass.
L Scheingold, Stephen Lee
Fairfax, Va.
S Schiavoni, Thomas Francis
Bradford, Mass.
S Schroeder, Dean Howard
Burlington, Wis.
U Schumacher, Thomas Donn
Grafton, N. D.
S Scofield, Arthur Bly
Brookline, Mass.
S Sears, John Russell, Jr.
Dallas, Tex.
L Sedgwick, David Williams
New York, N. Y.
U Segarra, Juan Enrique
San Juan, Puerto Rico
S Sekulic, Zoran Ozren
Tanzania, East Arica
U Selander, Robert William
Southborough, Mass.
J Selby, Norman Cannan
New York, N. Y.
J Senft, Stephen Lamont
Woods Hole, Mass.
L Shannon, James Michael
Lawrence, Mass.
S Shannon, Peter Douglas
Laconia, N. H.
J Shea, James Lindsay
Baltimore, Md.
S Shea, John Richard, III
Baltimore, Md.
J Sheeline, Christopher White
Huntington, N. Y.
L Sheffield, John Charles
Detroit, Mich.
U Sherman, Scott Merritt
Andover, Mass.
J Sherwood, Robert Breckenridge, Jr.
Branford, Conn.
U Shiner, Christopher Scott
Pompano Beach, Fla.
J Short, David Hosley
Cohasset, Mass.
U Shu, Steven Wesley
Charlotte, N. C.
U Shuman, John Curtis
Springfield, Mass.
J Sibal, John Woodruff
Norwalk, Conn.
S Sinclair, Thomas Graham, Jr.
Maracaibo, Venezuela
U Sinclaire, Peter Edgecomb
Rutherford, N. J.
L Smith, Charles Browning
Ogden, Utah
L Smith, Charles Christopher
Waban, Mass.
S Smith, David Emerson
North Pownall, Vt.
J Smith, Frederick Hewitt
Burlington, Vt.
L Smith, Gary Dean
Andover, Mass.
S Smith, Robert Pease, Jr.
Burlington, Vt.
U Smith, Sumner Merrill
Cohasset, Mass.
U Smith, Thomas Dickson
Wellesley Hills, Mass.

J	Smpke, Edward John, Jr.	Decatur, Ga.
L	Snelling, Mark Hornor	Shelburne, Vt.
J	Sorota, Peter Alan	Andover, Mass.
U	Soule, Richard Mansfield	Andover, Mass.
U	Spaeth, Walter MacNeille	Elizabeth City, N. C.
U	Spalding, Richard Coxe	Greenwich, Conn.
U	Spear, Brian Hartwell	Worcester, Mass.
U	Spears, André Mark	Riverdale, N. Y.
S	Spencer, John Carlton	McLean, Va.
L	Sperry, Leonard Thomas	Port Chester, N. Y.
U	Spindler, James Andrew	Morgantown, W. Va.
L	Spitz, William Taylor	Scarsdale, N. Y.
S	Squires, Richard Hopkins	Alexandria, Va.
U	Staley, Andrew, Jr.	Providence, R. I.
J	Stapleton, Ethan Carroll	Little Compton, R. I.
S	Starr, Thomas Melvin	Hoyt Lakes, Minn.
L	Steinert, Roger Francis	Andover, Mass.
J	Steinway, Henry Engelhard	New York, N. Y.
L	Stern, Sidney Joseph, III	Greensboro, N. C.
U	Stevens, Alanson Paul	Andover, Mass.
L	Stevens, Mark Whitney	Washington, D. C.
U	Stevenson, Richard Dill, Jr.	Lake Bluff, Ill.
J	Stewart, Bruce Norman	Huntington, N. Y.
L	Stewart, Elliott Lewis	Crawfordsville, Ind.
L	Stewart, Richard Warren	Maquoketa, Iowa
S	Stokely, Dykeman Cole	Newport, Tenn.
U	Stokely, James Rorex, III	Newport, Tenn.
S	Stott, Frederic Sanderson	Andover, Mass.
L	Strauss, John Ansel	Scarsdale, N. Y.
L	Strebeigh, Waring Marshall	Nonquitt, Mass.
U	Stulgis, Jonathan William	Andover, Mass.
S	Stuyck, Jan-Pieter Joslyn	Cos Cob, Conn.
U	Suen, Theodore Michael	New Canaan, Conn.
J	Sullivan, James Thomas	Malden, Mass.
L	Sullivan, Stephen Matthew	Andover, Mass.
S	Sumner, Cyril Jonathan	Belmont, Mass.
J	Swanson, Mark Douglas	Red Oak, Iowa
S	Swartz, John Hay, Jr.	Gladwyne, Pa.
S	Sweezy, James Weldon	Charlotte, N. C.
U	Swope, George Steel, Jr.	Lake Forest, Ill.

T

L	Tammen, John George, Jr.	Newark, Ohio
L	Tasch, Edward Bennett	Stamford, Conn.
L	Tavares, Manuel Enrique, Jr.	New York, N. Y.
L	Taylor, Stephen Emlyn	New Haven, Conn.
U	Tellis, Christopher Alexis	Sausalito, Calif.
S	Tellis, Gregory Alexis	Sausalito, Calif.
L	Thomas, Evan Welling, III	Huntington, N. Y.
S	Thompson, Anthony	Lexington, Mass.
U	Thompson, Douglas Crawford	Sao Paulo, Brazil
U	Thompson, Robert Bryan	Framingham, Mass.
S	Thompson, Timothy Lewis	Wilton, Conn.
U	Thulin, Charles Harrison	Pitcairn, Pa.
L	Tibbetts, David Allen	Lawrence, Mass.
L	Tittmann, Paul Taylor	Berkeley, Calif.
J	Tolan, John Justin	Pocahontas, Iowa
U	Tomassi, John	Westport, Conn.

J Tourtellotte, Gary Howard
Danielson, Conn.
S Townend, Stephen Coughlin
Dallas, Pa.
S Tracy, Wayne Francis
Rumford, R. I.
S Trafton, Richard Lewis
Auburn, Me.
L Trager, Barry Marshall
Bangor, Me.
J Tresemer, John Phillip
Fort Lauderdale, Fla.
S Truelove, Frederick Charles, III
Norwell, Mass.
L Truelove, John Martin
Norwell, Mass.
L Tucker, Bruen Watkins
Pass Christian, Miss.
S Tucker, John Lathrop
Cambridge, Mass.
U Turk, Daniel
Danbury, Conn.
L Tuttle, Arthur Farwell, III
Monson, Mass.
S Tuttle, Robert Carl John
Brockton, Mass.

U

J Underwood, David Clark
Portville, N. Y.

V

U Van Cleave, Kent Bowen
Carlsbad, N. M.
J Van der Horst, Charles Michael
Olean, N. Y.
S Van Wyck, David Bicknell
Cave Creek, Ariz.
J Vaughan, Christopher Reid
Barcelona, Spain
S Vincent, Jonathan Sanborn
Norwell, Mass.
J Vine, Stephen Michael
Princeton, N. J.
L Volker, James Robert
Andover, Mass.

W

L Wagner, John, Jr.
East Lansing, Mich.
L Wagoner, Bradford Allan
West Hartford, Conn.
L Walker, Frederick Burgess, II
Needham, Mass.
S Walker, Walton Haris, II
Fayetteville, N. C.
L Wall, James Edward, Jr.
Durham, N. C.
S Wallace, Robert Bruce
Doylestown, Pa.
U Wallace, Robert Weldon
Baltimore, Md.
S Waller, Jonathan Hiett
Katonah, N. Y.
S Waring, Jeffrey Harrison
Brewer, Me.
U Warnecke, Rodger Cushing
San Francisco, Calif.
U Warren, Caleb Thomas
Housatonic, Mass.
U Warren, D'Arcy Paul
Chappaqua, N. Y.
S Waters, Robert Lincoln
Northfield, N. J.
U Watkins, John Morton
Chapel Hill, N. C.
U Watling, William Wright
Santa Barbara, Calif.
L Watson, Andrew Blanchard
Taipei, Taiwan, Republic of China
J Watson, Edward Bunge
Litchfield, Conn.
L Weaver, George Bellinger
New Haven, Conn.
L Weil, Robert Schoenhof, II
Montgomery, Ala.
J Weinberg Donald Paul
Scarsdale, N. Y.
S Weinberg, Richard Barry
Scarsdale, N. Y.
U Weiss, Thomas Lynn
Fort Lauderdale, Fla.
S Welch, John Bernard, III
Wellesley Hills, Mass.
S Wellington, Peter Lauck
Harrington Park, N. J.
S Wengert, David Allen
Lebanon, Pa.
S Wertimer, Peter
Clinton, N. Y.
L Weston, Craig Douglas
Detroit, Mich.

U Whipple, Christopher Todd
North Grafton, Mass.
U White, Augustus Thorburn
New York, N. Y.
L White, Stephen Eliot
Chestnut Hill, Mass.
U Whitehead, Howard Judson
Melrose, Mass.
S Whitney, Wheelock, III
Wayzata, Minn.
J Willand, Charles Allen
Andover, Mass.
L Williams, Charles Gallup, II
Fairfield, Conn.
S Williams, Daniel
Miami, Fla.
S Williams, John Peter
Annisquam, Mass.
J Williams, Peter Harold
San Francisco, Calif.
S Williamson, William Burrill, II
Andover, Mass.
L Willis, Robert Blair
Manset, Me.
U Wilson, Andrew Murray
Fayetteville, N. Y.
L Wilson, Blake Weldon
Washington, D. C.
U Wilson, James Milton, Jr.
Corpus Christi, Tex.
J Wingerd, Fredric Noble
Wallingford, Conn.
U Winship, Michael Bancroft
New York, N. Y.
L Winship, Nathaniel Hayford
New York, N. Y.
J Winslow, Kenelm Edward
Meriden, Conn.
S Wise, Michael Todd
Katonah, N. Y.
J Wise, Peter George
San Pedro, Calif.
S Wohlfeil, Steven Christopher
Charleston, S. C.
U Wolf, Stewart George, III
Oklahoma City, Okla.
J Wombold, Danny Darrell
Dayton, Ohio
L Wood, Thomas Benton
Reston, Va.
S Woodbury, Charles Putnam, Jr.
Coulee Dam, Wash.
U Woolsey, John Munro, III
Cambridge, Mass.
S Works, John Vickery
Dallas, Tex.
S Wright, Charles Lowell
Wayzata, Minn.
U Wright, Clifford Ramsey, III
Santa Barbara, Calif.
L Wright, Frederick Herman Greene, II
Buzzards Bay, Mass.
J Wyman, Charles David
Belmont, Mass.

X

Y

S Yeh, Norman
Washington, D. C.
S Young, John Hendricks, Jr.
New York, N. Y.
U Young, Peter Franklin
Northampton, Mass.
U Young, William Johnson, III
Baltimore, Md.
J Yount, Joseph Eugene
Lenoir, N. C.

Z

J Zager, Joseph Paul
Griffin, Ga.
S Zimmern, Samuel Hyams
Pensacola, Fla.
S Zimmers, Craig Lee
Dayton, Ohio

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PHILLIPS ACADEMY ANDOVER

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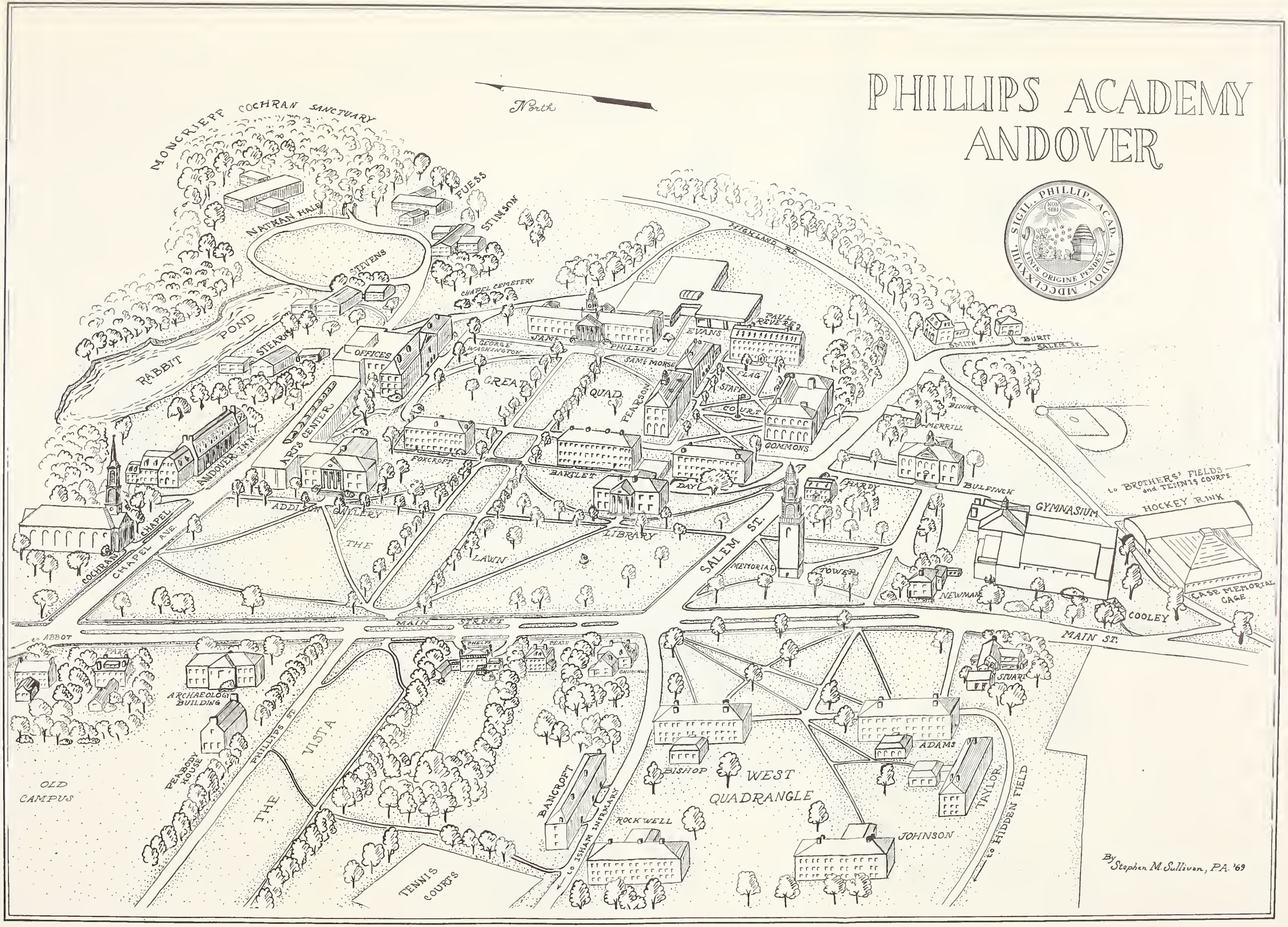
1969

CATALOGUE

PHILLIPS ACADEMY
ANDOVER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CHAPEL AVE.
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NEWMAN
CASE MEMORIAL CAGE
COOLEY
MAIN STREET
MAIN ST.
to ABBOT
PARK
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PEASE
CHURCHILL
STUART
ARCHAEOLOGY BUILDING
PEABODY HOUSE
PHILLIPS ST.
THE VISTA
OLD CAMPUS
BANCROFT
to ISHAM INFIRMARY
ROCKWELL
BISHOP
WEST QUADRANGLE
ADAMS
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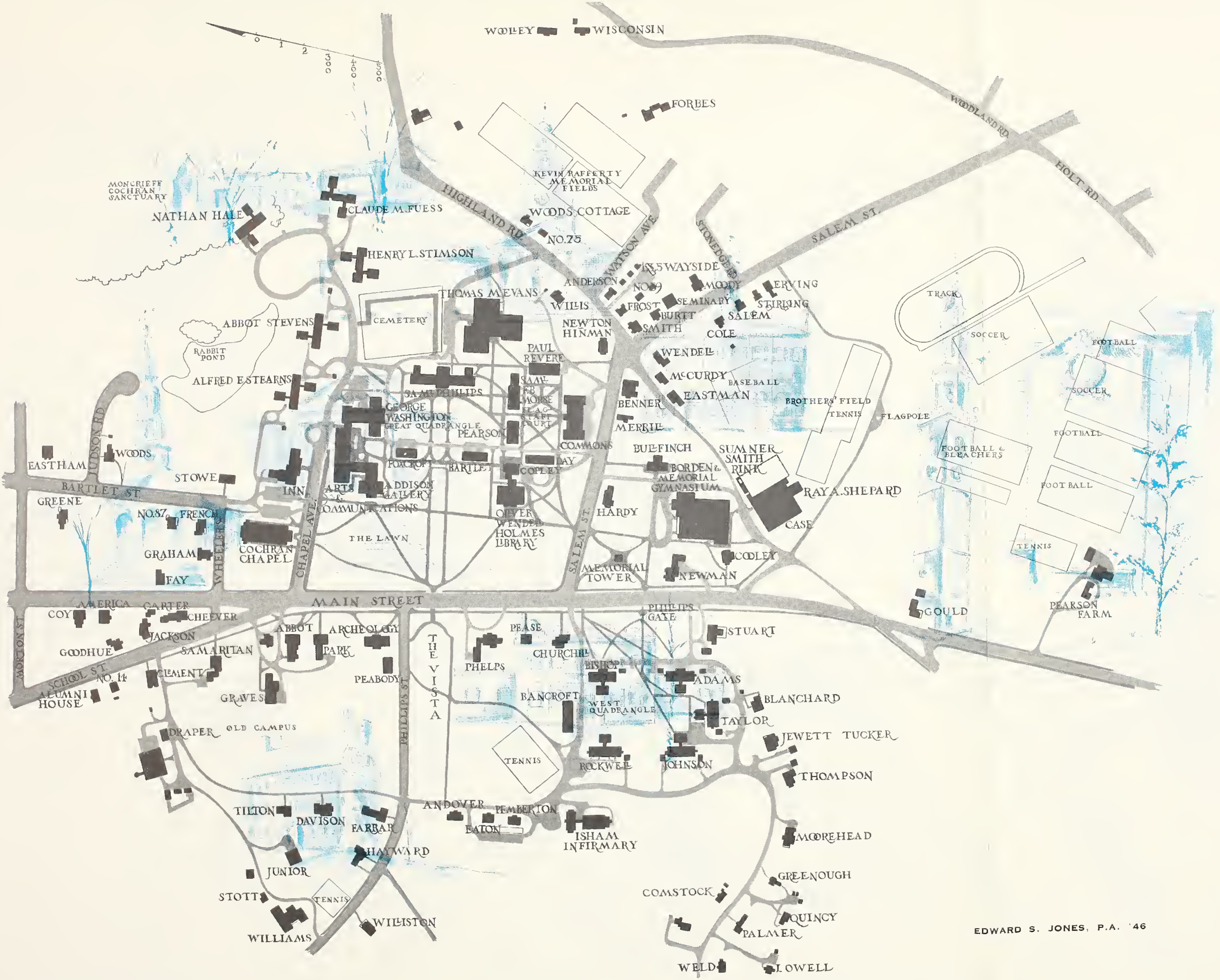
JOHNSON
to HIDDEN FIELD
TENNIS COURTS

By Stephen M. Sullivan, P.A. '69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CLAUDE M. FUESS
HENRY L. STIMSON
THOMAS M. EVANS
CEMETERY
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ALFRED E. STEARNS
ANDERSON
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MOODY
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COLE
WENDELL
McCURDY
EASTMAN
BASEBALL
BROTHERS' FIELD
TENNIS
FLAGPOLE
TRACK
SOCCER
FOOTBALL
SOCCER
FOOTBALL
FOOT BALL & BLEACHERS
FOOT BALL
TENNIS
PAUL REVERE
SAMUEL PHILLIPS
SAMUEL F.B. MORSE
FLAGSTAFF COURT
GEORGE WASHINGTON
GREAT QUADRANGLE
PEARSON
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COPLEY
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BARTLET
ADDISON GALLERY
ARTS & COMMUNICATIONS
OLIVER WENDELL HOLMES LIBRARY
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MORTON ST.
SCHOOL ST.
NO. 14
CLEMENT
ALUMNI HOUSE
GRAVES
ABBOT
ARCHEOLOGY
PARK
PEABODY
PHILLIPS ST.
THE VISTA
PEASE
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CHURCHILL
PHILLIPS GATE
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ANDOVER
PEMBERTON
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ISHAM INFIRMARY
MOOREHEAD
HAYWARD
JUNIOR
GREENOUGH
COMSTOCK
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EDWARD S. JONES, P.A. '46

CATALOGUE

PHILLIPS ACADEMY

Andover, Massachusetts

1969

ONE HUNDRED NINETY-FIRST YEAR

Published by Phillips Academy, Andover, Massachusetts 01810

The Heart of the Campus

1968

SEPTEMBER

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1969

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JULY

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CALENDAR

SCHOOL YEAR 1968-1969

Fall term begins .... Friday, September 20, 1968
Mid-term Rating .... Wednesday, October 30
Long Thanksgiving weekend .... Wednesday, November 27, to
5:00 p.m. on Sunday, December 1
Fall term ends .... Thursday, December 19

CHRISTMAS RECESS—19 days

Winter term begins .... 8:00 p.m., Tuesday, January 7, 1969
Long weekend .... Friday-Sunday, February 7-9
Winter term ends .... Thursday, March 13

SPRING RECESS—19 days

Spring term begins .... 8:00 p.m., Tuesday, April 1
Long weekend .... Friday-Sunday, May 9-11
Examinations end .... Thursday, June 12
Commencement .... Friday, June 13

SUMMER SESSION—1969

Summer session begins .... Wednesday, July 2
Summer session ends .... Thursday, August 14

SCHOOL YEAR—1969-1970

Fall term begins .... Friday, September 19, 1969
Fall term ends .... Thursday, December 18

CHRISTMAS RECESS—19 days

Winter term begins .... 8:00 p.m., Tuesday, January 6, 1970
Winter term ends .... Thursday, March 19

SPRING RECESS—19 days

Spring term begins .... 8:00 p.m., Tuesday, April 7
Examinations end .... Thursday, June 11
Commencement .... Friday, June 12

SUMMER SESSION 1970

Summer session begins .... Wednesday, July 1
Summer session ends .... Thursday, August 13

TRUSTEES

JOHN PETERS STEVENS, JR. '15, A.B., *President* *Elected 1948, Elected President 1966*	South Plainfield, N.J.
JOHN MASON KEMPER, L.H.D., LITT.D., LL.D., *Clerk* *Elected 1948*	Andover
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THOMAS LEE PERKINS '24, LL.B. *Elected 1959*	Rye, N.Y.
ROBERT LIVINGSTON IRELAND III '38, A.B. *Elected 1960*	New York, N.Y.
WILBUR JOSEPH BENDER '37HF, LL.D. *Elected 1963*	Cambridge
JOHN HARVARD CASTLE, JR. '34, M.B.A. *Elected 1966*	Rochester, N.Y.
MILTON STEINBACH '20, S.B. *Elected 1966*	New York, N.Y.
GEORGE HERBERT WALKER BUSH '42, A.B. *Elected 1967*	Houston, Tex.

ALUMNI TRUSTEES

PHILIP KIRKHAM ALLEN '29, A.B. *Elected 1966 for three years*	Andover
GILBERT DUTTON KITTREDGE '42, B.E. *Elected 1967 for three years*	Dalton
WILLIAM SPERRY BEINECKE '32, LL.D. *Elected 1968 for three years*	Summit, N.J.
JOHN MONTAGUE STEADMAN '48, LL.B. *Ex Officio for one year as President of the Alumni Association*	Washington, D.C.

TRUSTEES EMERITI

CHAUNCEY BREWSTER GARVER '04, LL.B. *1947-1960*	Oyster Bay, N.Y.
SUMNER SMITH '08, A.B. *1956-1960*	Lincoln
HENRY WISE HOBSON '10, D.D., LL.D. *1937-1966 (President 1947-1966)*	Cincinnati, Ohio
JAMES PHINNEY BAXTER, 3rd '10, PH.D., LITT.D., L.H.D., D.Sc., LL.D. *1942-1966*	Williamstown
FREDERICK GOODRICH CRANE '15, A.B. *1957-1967*	Dalton
STEPHEN YOUNG HORD '17, A.B. *1963-1968*	Lake Forest, Ill.

PHILLIPS ACADEMY

Founded in 1778 by

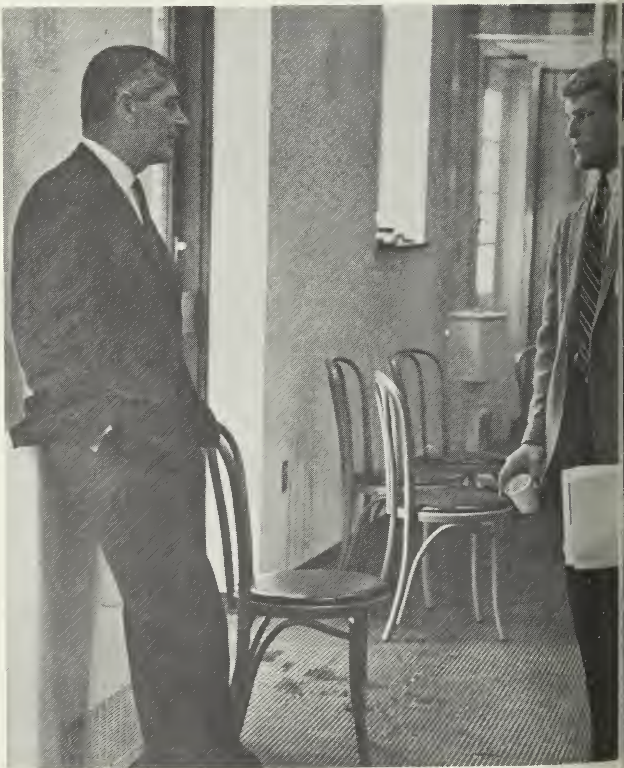
Samuel Phillips
John Phillips, LL.D.
Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778–1786
EBENEZER PEMBERTON, LL.D.	1786–1793
MARK NEWMAN, A.M.	1794–1809
JOHN ADAMS, LL.D.	1810–1833
OSGOOD JOHNSON, A.M.	1833–1837
SAMUEL H. TAYLOR, LL.D.	1837–1871
FREDERIC W. TILTON, A.M.	1871–1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873–1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903–1933
CLAUDE M. FUESS, Ph.D., L.H.D., LL.D.	1933–1948
JOHN M. KEMPER, L.H.D., Litt.D., LL.D.	1948–

The Headmaster and Mrs. Kemper



FACULTY

John Mason Kemper, L.H.D., Litt.D., LL.D. *Headmaster*	Elected 1948

George Franklin French, A.M. *Instructor in French, Emeritus*	Andover 1907-1944
Alice Thacher Whitney *Recorder, Emerita*	Andover 1902-1950
Henry Preston Kelley, A.M. *Instructor in Spanish, Emeritus*	Pepperell 1918-28, 1935-52
Montville Ellsworth Peck *Instructor in Physical Education, Emeritus*	North Bridgton, Me. 1916-1955
Guy Johnson Forbush, A.B. *Instructor in French, Emeritus*	Andover 1917-1920, 1924-1955
Arthur Burr Darling, Ph.D. *Instructor in History, Emeritus*	Washington, D.C. 1917-1918, 1933-1958
Douglas Mansor Dunbar, A.M. *Instructor in Mathematics, German, and Bible, Emeritus*	Andover 1942-1958
M. Lawrence Shields, A.B. *Instructor in Biology and Secretary of the Academy, Emeritus*	Marblehead 1923-1960
Roscoe Edwin Everett Dake, S.B. *Instructor in Chemistry, Emeritus*	Andover 1921-1961
John Kingsbury Colby, A.M. *Instructor in Latin, Emeritus*	North Andover 1940-1962
Miles Sturdivant Malone, Ph.D. *Instructor in History, Emeritus*	Daytona Beach, Fla. 1937-1962
Elizabeth Eades, A.B. *Director of the Library, Emerita*	Deerfield 1929-1963
Roger Wolcott Higgins, A.M. *Instructor in English, Emeritus*	Andover 1933-1963
Emory Shelby Basford, A.B. *Instructor in English, Emeritus*	Rome, Italy 1929-1964
Floyd Thurston Humphries, A.B. *Instructor in French, Emeritus*	Naples, Fla. 1937-1964
John Sedgwick Barss, A.M. *Instructor in Physics, Emeritus*	Andover 1923-1965
Donald Miller Clark, M.D. *Medical Director, Emeritus*	Williamson, W. Va. 1954-1965
Elbert Cook Weaver, A.M. *Instructor in Chemistry, Emeritus*	Madison, Conn. 1943-1965
George Grenville Benedict, A.M. *Dean of Students, Emeritus*	Providence, R.I. 1930-32, 1933-67
Alexander Dunnett Gibson, A.M. *Instructor in French, Emeritus*	McIndoe Falls, Vt. 1944-67
Alan Rogers Blackmer, L.H.D. *Dean of the Faculty, Emeritus*	Andover 1925-1968

Kenneth Smith Minard, A.M. — Andover
Assistant Dean of Students, Emeritus — 1928-1968

Alfred Graham Baldwin, D.D. — Andover
Instructor in Religion, Emeritus — 1930-1968

Douglas Swain Byers, A.M. — Andover
Instructor in Anthropology, Emeritus — 1933-1968
Chairman of the Archaeology Department, Emeritus

Cornelius Gordon Schuyler Banta, S.B. — Andover
Instructor in Mathematics, Emeritus — 1944-1968

George Knight Sanborn, S.B. — 1928
Instructor in Biology on the Ammi Wright Lancashire Foundation
Warden of the Moncrieff Cochran Sanctuary

Robert Edward Maynard, S.B. — 1931
Instructor in Mathematics on the Jonathan French Foundation

Leonard Frank James, A.M. — 1932
Instructor in History on the Independence Foundation Teaching Endowment
Chairman of the History Department

Bartlett Harding Hayes, Jr., A.B. — 1933
Instructor in Art
Chairman of the Art Department

James Ruthven Adriance, A.B. — 1934
Assistant to the Headmaster

Alston Hurd Chase, Ph.D. — 1934
Instructor in Greek and Latin on the Independence Foundation Teaching Endowment
Chairman of the Classics Department

*Norwood Penrose Hallowell, Jr., A.B. — 1934
Instructor in English and Public Speaking on the Alfred Lawrence Ripley Foundation

Frank Frederick DiClemente, S.B. — 1935
Instructor in Physical Education

James Hooper Grew, D. ès L. — 1935
Instructor in French on the Elizabeth Milbank Anderson Foundation
Chairman of the French Department

Frederick Scouller Allis, Jr., L.H.D. — 1936
Instructor in History on the Martha Cochran Foundation

Chester Archibald Cochran, A.M. — 1936
Instructor in French

Frederick Johnson, Sc.D. — 1936
Instructor in Archaeology
Chairman of the Archaeology Department
Director of the Peabody Foundation

Stephen Stanley Sorota, S.B. — 1936
Instructor in Physical Education

Stephen Whitney, A.M. — 1936
Instructor in French

Hart Day Leavitt, A.B. — 1937
Instructor in English

William Hayes Brown, A.M. — 193
Instructor in English on the Emilie Belden Cochran Foundation
Chairman of the English Department

* On leave of absence.

Richard Sawyer Pieters, A.M. *Instructor in Mathematics on the Alfred Ernest Stearns Foundation* *Chairman of the Mathematics Department*	1938
Robert Whittemore Sides, A.B. *Instructor in Mathematics* *Director of Admissions*	1938
John Bromham Hawes, Ed.M. *Instructor in English on the Cecil F. P. Bancroft Foundation*	1933-1936, 1939
Harper Follansbee, Ed.M. *Instructor in Biology on the Samuel Harvey Taylor Foundation* *Chairman of the Biology Department*	1940
Walter Gierasch, A.B. *Instructor in English*	1941
Francis Bertrand McCarthy, A.B. *Instructor in English and Philosophy*	1941
Joseph Rittenhouse Weir Dodge, A.M. *Instructor in English*	1944
Frederick Almond Peterson, A.M. *Director of Research and Evaluation*	1946
Allan George Gillingham, Ph.D. *Instructor in Latin and Greek on the John Charles Phillips Foundation*	1947
Peter Quackenbush McKee, Ed.M. *Instructor in Physics and Chemistry* *Chairman of the Physics Department* *Scheduling Officer*	1947
Gordon Gilmore Bensley, A.B. *Instructor in Art* *Director, Audio-Visual Center*	1949
John Richard Lux, M.S.Ed. *Instructor in Mathematics*	1949
William Louis Schneider, Mus.Ed.B. *Instructor in Music*	1949
*William Russell Bennett, Jr., A.B. *Associate Dean of Students*	1950
William John Buehner, A.M. *Instructor in Latin*	1950
Simeon Hyde, Jr., A.M. *Instructor in English* *Dean of the Faculty*	1950
Henry Waring Schereschewsky, A.B. *Comptroller*	1951
Frederic Anness Stott, A.B. *Director of Development*	1951
Philip Brownlie Weld, M.S. *Instructor in Chemistry and Physics on the George Peabody Foundation* *Chairman of the Chemistry Department*	1951
William Franklin Graham, B.S. *Instructor in Mathematics* *Assistant Dean of Students and Excusing Officer*	1952

* On leave of absence—fall term 1968.

Fred Harold Harrison, A.M. *Instructor in History and Physical Education* *Chairman of the Athletic Department*	1952
John Claiborne McClement, Ed.M. *Instructor in Mathematics*	1952
*Joshua Lewis Miner, III, A.B. *Instructor in Science* *President, Outward Bound, Incorporated*	1952
James Harold Couch, A.M. *Instructor in Spanish* *Chairman of the Spanish Department*	1953
Sherman Frederick Drake, Ed.M. *Instructor in Mathematics*	1953
Edmond Emerson Hammond, Jr., Sc.M. *Instructor in Mathematics, Physics, and Chemistry*	1953
Louis John Hoitsma, Jr., Ed.M. *Instructor in Mathematics*	1953
Robert Penniman Hulburd, A.M. *Director of College Placement*	1953
Dalton Hunter McBee, A.B. *Instructor in English* *Admissions Officer*	1953
Albert Karl Roehrig, Ed.M. *School Psychologist*	1954
Robert Edwin Lane, A.M. *Instructor in Latin and Russian* *Chairman of the Russian Department*	1955
Harold Holmes Owen, Jr., A.M. *Instructor in English*	1955
Thomas Joseph Regan, A.M. *Instructor in English*	1955
William Biggs Clift, Jr., Mus.Ed.B. *Instructor in Music* *Chairman of the Music Department*	1956
Frank McCord Eccles, A.M. *Instructor in Mathematics*	1956
Richard Valentine Healy, P.E. *Director of Physical Plant*	1956
John Ward Kimball, A.B. *Instructor in Biology*	1956
Harrison Schuyler Royce, Jr., M.I.A. *Instructor in History*	1956
Gerald Shertzer, M.F.A. *Instructor in Art*	1957
John Frank Bronk *Instructor in Physical Education and Physiotherapist*	1958
George William Best, A.M. *Instructor in Mathematics*	1958
*Clement Morell, A.M. *Instructor in Mathematics*	1958

* On leave of absence.

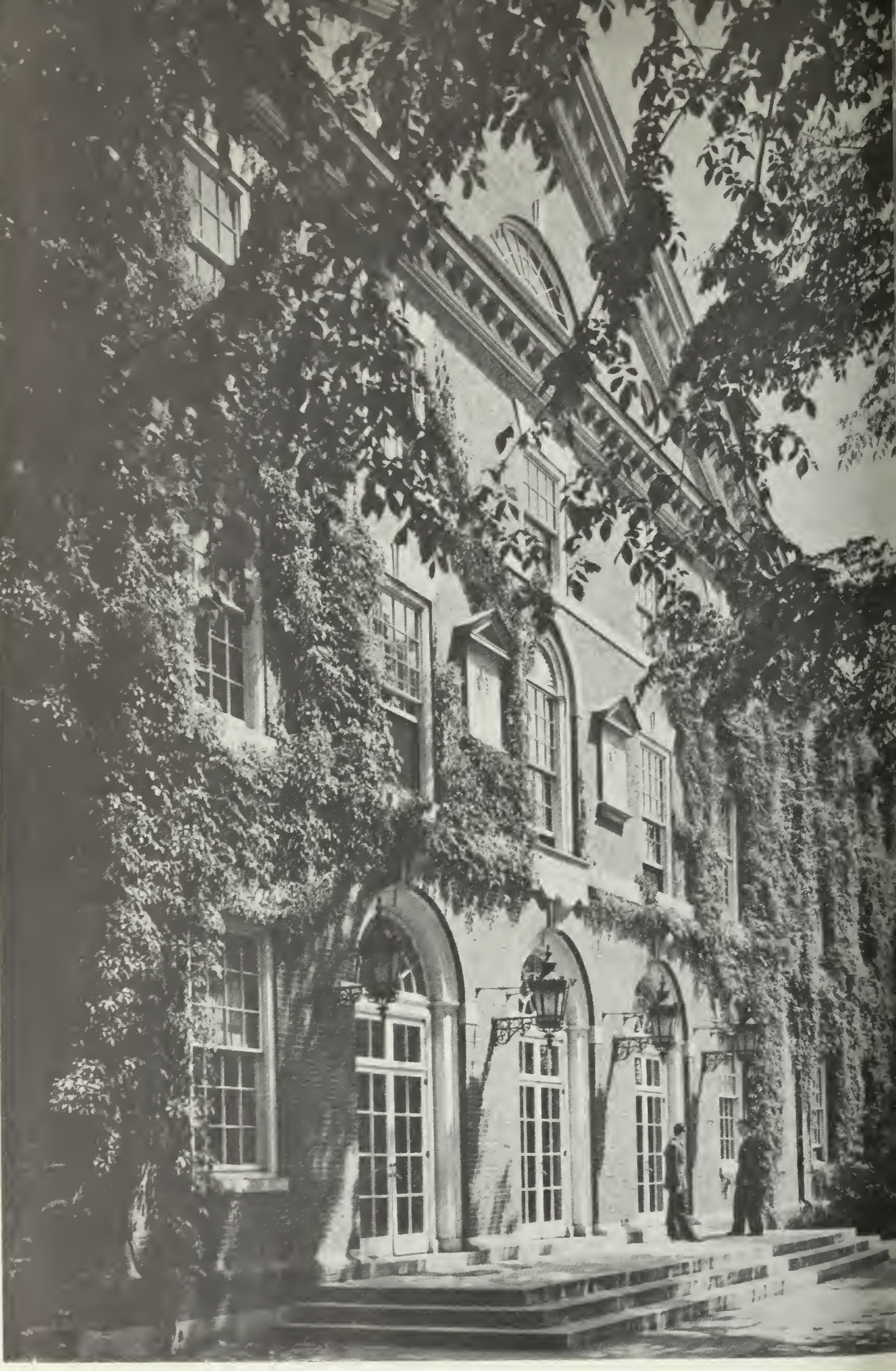
Frederic Arnold Pease, Jr., B.D. *Instructor in Religion*	1958
*Philip Mason DuBois, Ph.D. *Instructor in Physics*	1959
John Richards, II, M.A.T. *Instructor in History* *Dean of Students*	1959
William Abbot Munroe, A.B. *Bursar*	1960
John Patten Chivers, A.M. *Instructor in German* *Chairman of the German Department*	1960
Carl Edward Krumpe, Jr., A.M. *Instructor in Classics*	1960
William Lawrence Markey, A.M. *Instructor in French*	1954-1957, 1960
Thomas Rees, Ph.D. *Instructor in Chemistry*	1960
Frank DeWitt Thornton, B.M.Ed. *Instructor in Music*	1960
George Howard Edmonds, Ed.M. *Instructor in English*	1961
Edward Moseley Harris, S.B. *Instructor in Spanish* *Administrator, Schoolboys Abroad*	1961
Crayton Ward Bedford, A.M. *Instructor in Mathematics*	1962
Alfred James Coulthard, S.B. *Instructor in Physical Education*	1962
Wayne Andrew Frederick, Ph.M. *Instructor in History*	1962
Robert Andrew Lloyd, Arch.B. *Instructor in Art* *Chairman of the Andover Evening Study Program*	1962
Charles Waldo Smith, A.B. *Alumni Secretary* *Executive Director, The Alumni Fund*	1962
Alanson Perley Stevens, III, A.M. *Instructor in German and Russian*	1962
*Thomas Tolman Lyons, M.A.T. *Instructor in History*	1963
Barbara McDonnell, A.B., S.B. *Director of the Library*	1963
Robert Rennie McQuilkin, A.M. *Instructor in English, Schoolboys Abroad, Rennes, France*	1963
Meredith Price, M.A.T. *Instructor in English*	1963
Alexander Zabriskie Warren, M.A.L.S. *Instructor in Mathematics*	1963
*Christopher Capen Cook, M.F.A. *Instructor in Art*	1964

* On leave of absence.

*Vincent Pascucci, A.M. *Instructor in Classics*	1964
Daniel Dretzka Olivier, A.M. *Instructor in French*	1964
Clark Alvord Vaughan, A.M. *Instructor in Spanish*	1964
August Thayer Jaccaci, Jr., M.F.A. *Instructor in Art* *Assistant Director of College Placement*	1965
Julian Stevens Kaiser, M.D. *Medical Director*	1965
Ronn Nels Minné, Ph.D. *Instructor in Chemistry* *Director of the Summer Session*	1965
Angel Rubio y Maroto, A.M. *Instructor in Spanish*	1965
Nathaniel Baldwin Smith, A.M. *Instructor in Mathematics*	1965
Hale Sturges, II, A.M. *Instructor in French*	1965
Timothy Cooley Callard, A.M. *Instructor in Religion*	1966
*Thomas Edward Cone, III, S.B. *Instructor in Biology*	1966
Pierre LaTour, Jr., A.B. *Instructor in Biology and Science*	1966
Michael Edward Mosca, M.B.A. *Director of Accounting*	1966
James Johnston Pates, Jr., A.B. *Admissions Officer* *Director of Financial Aid*	1966
David Albert Penner, A.M. *Instructor in Mathematics, Schoolboys Abroad, Barcelona, Spain*	1966
Elisabeth McClure Thomas, Ed.M. *Dean and Director of Admissions, The Andover Summer Session*	1966
John Gibson Tomlinson, S.B. *Instructor in Spanish* *Director, Schoolboys Abroad, Barcelona, Spain*	1966
James Rae Whyte, S.T.M. *Instructor in Religion* *Chairman of the Religion Department*	1966
Kenneth Kelly Wise, A.M. *Instructor in English*	1966
James Leighton Bunnell, A.M. *Instructor in History*	1967
John Robert Leslie Dent, A.B. *Instructor in History*	1967
Joseph Belleau Wennik, A.M. *Instructor in German*	1967
James Robert Wilson, Ph.D. *Instructor in Science*	1967

* On leave of absence.

Hamilton Kent Allen, A.B. *Instructor in English*	1968
Samuel Irvine Allison Anderson, A.M. *Instructor in French*	1968
James Franklin Bell, S.B. *Instructor in Mathematics*	1968
David Owen Cobb, A.B. *Instructor in English*	1968
John Alfred Eaton Evans, A.M. *Instructor in Classics*	1968
Roger Preston Farrar, S.B. *Instructor in Physical Education*	1968
Donald Haverstick Goodyear, Jr., Ph.D. *Instructor in English*	1968
Frank Lee Hannah, A.M. *Instructor in Mathematics*	1968
Aloysius John Hobausz, S.B. *Assistant Director of Audio-Visual Center*	1968
Peter Charles Johnson, A.B. *Instructor in English*	1968
Peter Schuyler Keppeiman, A.B. *Instructor in French*	1968
Nicholas Van Houten Kip, A.M. *Instructor in Classics*	1968
Christopher Dunbar Kirkland, A.M. *Instructor in English*	1968
John Kennedy McMurray, M.A.T. *Instructor in Art*	1968
Richard Stockton MacNeish, Ph.D. *Instructor in Archaeology* *Assistant Director of the Peabody Foundation*	1968
Thomas Joseph Sexton, Ed.M. *Instructor in Physical Education*	1968
Frank Sheppard Shanley, M.A.T. *Instructor in History*	1968
Thomas Melvin Tindall, A.B. *Instructor in Religion*	1968
Roger Hammond Wakely, A.M. *Instructor in Physics*	1968
Stephen Gale Perrin, A.B. *Wingate Paine Fellow in Photography*	1968
Matthew Warren Hall, A.B. *Teaching Fellow in English*	1968
Robert Emmett Kelley, A.B. *Teaching Fellow in English*	1968
Gene Murrow, A.B. *Teaching Fellow in Mathematics*	1968
Michael Bramson Wolfe, A.B. *Teaching Fellow in English*	1968



George Washington Hall

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone 617—475-3400), during office hours.

HEADMASTER'S OFFICE

John Mason Kemper, L.H.D., Litt.D., LL.D., *Headmaster*
Mrs. Amy R. Robinson, *Secretary to the Headmaster*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

James Ruthven Adriance, A.B., *Assistant to the Headmaster*
Virginia N. Eastman, *Secretary to the Assistant to the Headmaster*

ADMISSIONS OFFICE

Robert Whittemore Sides, A.B., *Director of Admissions*
Dalton Hunter McBee, A.B., *Admissions Officer*
James Johnston Pates, Jr., A.B., *Admissions Officer and Director of Financial Aid*
Harper Follansbee, Ed.M., Stephen Whitney, A.M., *Interviewing Officers*
Mrs. Vivian A. O'Donnell, *Secretary to the Director of Admissions*

OFFICE OF THE DEAN OF THE FACULTY

Simeon Hyde, Jr., A.M., *Dean of the Faculty*
Mrs. Merrill B. Wilder, *Secretary to the Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

John Richards, II, M.A.T., *Dean of Students*
William Russell Bennett, Jr., A.B., *Associate Dean of Students*
Kenneth Smith Minard, A.M., *Acting Associate Dean of Students (Fall Term)*
William Franklin Graham, S.B., *Assistant Dean of Students and Excusing Officer*
Peter Quackenbush McKee, Ed.M., *Scheduling Officer*
Mrs. Jane H. Munroe, *Recorder*
Mrs. Ruth L. Ermer, *Secretary to the Dean of Students*
Mrs. Sylvia T. Breck, *Secretary to the Associate Dean of Students*

OFFICE OF COLLEGE PLACEMENT

Robert Penniman Hulburd, A.M., *Director of College Placement*
August Thayer Jaccaci, Jr., M.F.A., *Assistant Director of College Placement*
Mrs. Martha E. Constantino, *Secretary to the Director of College Placement*

SUMMER SESSION

Ronn Nels Minné, Ph.D., *Director*
Elisabeth McClure Thomas, Ed.M., *Dean and Director of Admissions*
Mrs. Edith Jako, *Office Manager*

OFFICE OF RESEARCH AND EVALUATION

Frederick Almond Peterson, A.M., *Director*
Mrs. Elizabeth Harmon, *Secretary to the Director*

SCHOOLBOYS ABROAD

Edward Moseley Harris, S.B., *Administrator*
Daniel Dretzka Olivier, A.M., *Assistant to the Administrator*
Mrs. Ruth Ace, *Secretary to the Administrator*
Harris Henderson Thomas, M.A., *Director, Schoolboys Abroad in France*
7 Quai Chateaubriand 35, Rennes, France
Mrs. Lieselotte Peroski, *Secretary to the Director, Rennes, France*
John Gibson Tomlinson, S.B., *Director, Schoolboys Abroad in Spain*
Via Augusta 123, Barcelona (6), Spain
Edna Atkinson, *Secretary to the Director, Barcelona, Spain*

TREASURER'S OFFICE

Henry Waring Schereschewsky, A.B., *Comptroller*
William Abbot Munroe, A.B., *Bursar*
Michael Edward Mosca, M.B.A., *Director of Accounting*
Evelyn H. Gordon, *Director of Student Accounts*
Mrs. Mary B. Clukey, *Office Manager*
Mrs. Barbara D. Morrison, *Secretary to the Comptroller*

BUILDINGS AND GROUNDS

Frederic Anness Stott, A.B., *Director of Development*
Richard Valentine Healy, P.E., *Director of Physical Plant*

ALUMNI AND DEVELOPMENT OFFICE

Frederic Anness Stott, A.B., *Director of Development*
Charles Waldo Smith, A.B., *Alumni Secretary, Executive Director, The Alumni Fund*
Mrs. Helen R. Bronk, *Secretary to the Executive Director, The Alumni Fund*
Mrs. Betty S. Peterson, *Secretary to the Director of Development*

OLIVER WENDELL HOLMES LIBRARY

Barbara McDonnell, A.B., S.B., *Director of the Library*
Miss Doris R. Ducharme, A.B., S.M., *Assistant Cataloguer*
Mrs. Margaret B. Towne, S.B., *Assistant in the Library*
Irene Wilkinson, A.B., S.M., *Cataloguer*
Vivian Miles, S.B., S.M., *Reference Librarian*

CHAIRMEN OF ACADEMIC DEPARTMENTS

Archaeology	Frederick Johnson, Sc.D.
Art	Bartlett Harding Hayes, Jr., A.B.
Athletics	Fred Harold Harrison, A.M.
Biology	Harper Follansbee, Ed.M.
Chemistry	Philip Brownlie Weld, M.S.
Classics	Alston Hurd Chase, Ph.D.
English	William Hayes Brown, A.M.
French	James Hooper Grew, D. ès L.
German	John Patten Chivers, A.M.
History	Leonard Frank James, A.M.
Mathematics	Richard Sawyer Pieters, A.M.
Music	William Biggs Clift, Jr., Mus.Ed.B.
Physics	Peter Quackenbush McKee, Ed.M.
Religion	James Rae Whyte, S.T.M.
Russian	Robert Edwin Lane, A.M.
Spanish	James Harold Couch, A.M.

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Fred Harold Harrison, A.M., *Director of Physical Education and Athletics*
John Frank Bronk, *Instructor in Physical Education and Physiotherapist*
Alfred James Coulthard, S.B., *Instructor in Physical Education*
Frank Frederick DiClemente, S.B., *Instructor in Physical Education*
Stephen Stanley Sorota, S.B., *Instructor in Physical Education*

DEPARTMENT OF HEALTH

Julian S. Kaiser, M.D., *Medical Director*
Richard S. O'Hara, M.D., *Assistant Medical Director*
Albert K. Roehrig, Ed.M., *Chief, Counseling Services*
H. Schuyler Royce, *Assistant in Counseling Services*
Eileen A. Hall, *Administrative Assistant*

Active Staff

Fred G. Arragg, M.D., *Otolaryngologist*
C. Paul Bonin, D.M.D., *Orthodontist*
John F. Bronk, *Physical Therapist*
William Caverly, M.D., *Obstetrics and Gynecology*
H. Jerome Crampton, M.D., *Ophthalmologist*
Herman DeWilde, M.D., D.M.D., *Associate Dentist*
Douglas Malcolm Dunbar, D.D.S., *Senior Dentist*
Emil J. Ganem, M.D., *Urologist*
Michael A. Gravallese, Jr., M.D., *Internal Medicine*
Milton Howard, M.D., *Pathologist*
Robert J. Joplin, M.D., *Orthopedist*
Richard Katz, M.D., *Pediatrician*
Alfred S. Lanes, M.D., *Dermatologist*
John F. Murphy, B.A., *Speech Therapist*
John F. Nastasi, *Optician*
Richard S. O'Hara, M.D., *Surgeon*
Nicholas D. Rizzo, M.D., *Psychiatrist*
Joan C. Walsh, *Dental Hygienist*
George V. West, M.D., *Radiologist*
Louis J. Zuppardi, R.T.-R.M.T., *Radiology Technologist*

Associate Staff

Matthew Cushing, Jr., M.D., *Internal Medicine*
Charles Ellis, Jr., *Internal Medicine*
Kenneth McKusick, M.D., *Internal Medicine*
Edmund Melucci, M.D., *General Medicine*
Robert Ramsdell, M.D., *General Medicine*
John Webster, M.D., *Obstetricts and Gynecology*

Consultants

John B. McKittrick, M.D., *Surgeon*
Daniel Ellis, M.D., *Internist*
Francis G. Soule, Jr., M.D., *Internist*

PURPOSE OF PHILLIPS ACADEMY

THE PURPOSE of Phillips Academy is to teach "the great end and real business of living." According to its Constitution, signed in 1778, "It is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is both weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character and lay the surest foundation of usefulness to mankind." Adapted to conditions of modern life, the aim of the Academy remains the same: so to intensify and broaden the capacities of its students that they may enter the larger world with trained minds and with a deepened sense of their responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students curiosity about things of the mind, to induce in them a desire to educate themselves. It attempts to foster the development of discriminating judgment and independence of thought. It tries to cultivate the imagination and emotions of its boys.

By long tradition Andover believes in education that makes boys resourceful and independent. Andover believes in the value of student representation from all parts of the country and of the world, and from all walks of life. To its boys it offers an intellectual and moral discipline, as well as friendly encouragement and sympathy, the best incentives to accomplishment.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed directly to the development of thousands of men, and indirectly to numberless aspects of our national life. Thankful for its history, Andover focuses on the present and on the future. In training American boys for service and leadership it seeks to preserve a flexible spirit that will test and try the new while treasuring the riches of the past.

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living.*
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

> This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.
>
> And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history commenced in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and the Andover Summer Session (1942) and the Andover Evening Study Program (1935) began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. In the 1950's substantial advances were made in three areas: curriculum, admissions policy, and the physical plant and resources.

The curriculum was revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College,* was completed. It resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Concerning admissions, the decision was made in the late fifties to admit each year the best 250 candidates regardless of their ability to pay tuition. The effect of this decision has been to broaden still further the school's basic policy, in the words of its Constitution, "to be ever equally open to youth of requisite qualifications from every quarter."

In the third area, physical plant and resources, several changes are notable. The endowment has grown from eleven to thirty-seven million dollars. Meantime the enrollment has increased from 725 to 864. During the years 1959-61 The Andover Program, a major capital gift drive carried out by alumni and parents, succeeded in raising $6,750,000 for new facilities. With these and other funds the Academy has built five new dormitories, two new faculty houses, a new science building, an Arts and Communications Center with extensive audio-visual equipment and studio space, an enlargement of the auditorium stage and an experimental drama lab, a wing on the Library, several new athletic fields, a roof for the hockey rink, and other athletic facilities; existing buildings have been remodeled for more classrooms and for student and faculty housing.

In the 1960's the major trend has been the lessening of the Academy's isolation from the world. Andover has reached out to the world, and it has tried also to bring the world to the campus. The school has in recent years attracted for short or long visits many poets, philosophers, writers, critics, performing artists, journalists, historians, scientists, diplomats, and business men, who usually remain on campus long enough for both teachers and students to have a chance to know them. Student community service activities, both in term and in the summer vacation, have enabled many students to know some of the realities of contemporary problems, especially in the cities. Schoolboys Abroad, founded by Andover in 1965, now sends nearly one hundred eleventh-graders abroad each year to study in Rennes, France, or in Barcelona, Spain, under the joint sponsorship of Andover, Exeter, and St. Paul's. The Outward Bound Program, though not controlled by the Academy, was founded in this country by Andover teachers and continues to have its headquarters on the campus; an Outward Bound course is now offered to Lower Middlers. The Andover Evening Study Program has greatly expanded during the 1960's. It now enrolls more than fifteen hundred adult students annually, and often works directly with neighboring public schools to offer courses for teachers. The Andover Summer Session has developed since 1960 from a small, conventionally planned summer enrichment and make-up program for boys into a co-educational national summer school whose heterogenous student body now numbers well over five hundred. The special nature of the Summer Session program has enabled it to serve students whom Andover had not previously reached, public high school boys and girls whose parents would otherwise be unfamiliar with or hostile to the idea of private secondary education.

GENERAL INFORMATION

Andover students, for the most part, live together by classes in the Academy dormitories and houses. Each building is under the supervision of the resident faculty housemaster. All boys eat in their own class dining rooms in the Commons.

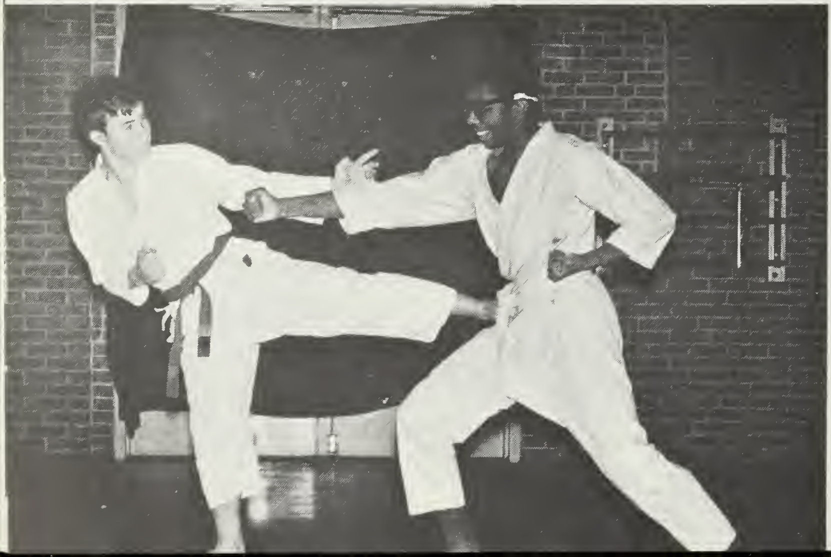
Juniors live in Williams Hall and Rockwell House, or in neighboring houses and cottages. Williams Hall, with its annexes, Junior House and Stott Cottage, has rooms and recreation facilities for fifty-six Juniors, who occupy single or double rooms. Rockwell House has single rooms and recreation facilities for forty Juniors. Juniors are subject to the special regulations and the supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected Senior Proctors play an important part in the activities of the various Junior units.

Lower-Middlers live in the newly renovated brick dormitories of the West Quadrangle, where they receive careful supervision and guidance, at the same time enjoying an increased degree of independence appropriate to their greater maturity. Senior Proctors are in residence in these dormitories. Upper-Middlers are housed in the large dormitories of the main Campus and a few smaller Faculty houses nearby. Here they are permitted still greater latitude in the management of their daily lives and expected to assume correspondingly greater responsibility.

Seniors live in the five new dormitories near Rabbit Pond and in three or four smaller houses adjacent. They are free of restriction to a degree unusual in American boarding schools. The plan attempts to educate boys by offering them, as they mature, increasing responsibility for their own conduct, so that they may learn to benefit by the freedom to act, to choose, sometimes perhaps to err.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student is under the direct charge of a Faculty counselor, who, for boarding students, is his housemaster. He knows the background, the character, and the standing of each of his boys and acts as his advisor in all that concerns his welfare and his happiness. The counselor is usually the member of the Faculty most intimately in touch with the student and his parents. From time to time, he will write the parents to keep them informed of



their son's progress. Parents should feel free to write their son's counselor if they have any reason for concern about their boy's progress. They are encouraged to report to the counselor any facts that may affect the boy's work or behavior.

RELIGION

Phillips Academy was founded as a Protestant Christian community and in its worship and ministry remains in the Protestant tradition. The Academy requires student attendance at Wednesday and Sunday religious services, whose purpose is to strengthen devotion to God and reliance upon faith as a source of direction and meaning in a young man's life. On Sunday mornings in the Sylvia Pratt Kemper Chapel a rabbi conducts a service for students of the Jewish faith and a priest celebrates Mass for Roman Catholics. Students may also worship Sundays in churches of their choice in the town of Andover, though the Academy encourages all students to attend the school services. The Sunday services for the school as a whole are conducted by the School Ministers, the Headmaster, or by visiting clergymen.

A school composed of students of widely diverse religious and cultural backgrounds can not satisfy all requirements of religious attitude and habit. Therefore no boy should apply for admission to the Academy who is unwilling to participate in interdenominational services, or who believes that religious worship can have no place in his life.

CULTURAL OPPORTUNITIES

Andover, while demanding a high standard of accomplishment in the prescribed course of study, has always believed that a boy's interest should be widened as far as possible beyond the limits of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary, boys are given a chance to investigate subjects which may in later life become major pursuits or pleasant hobbies.

In 1967-1968 Mr. Harold Howe II, United States Commissioner of Education, delivered the Stearns Lecture; Professor Edwin O. Reischauer of Harvard University, former Ambassador to Japan, was the Hosch Lecturer; and Mr. George A. Spater, President of

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American Airlines was the tenth annual Lana Lobell Fellow. These visitors addressed the school in the Meeting Room of George Washington Hall and later took part in informal conferences with student and faculty groups. Among other guests who spoke at Friday morning Assembly were: Mr. David Ginsburg, Executive Director of the National Advisory Commission on Civil Disorders; Congressman George Bush of Texas, and alumnus of the Class of '42 in Phillips Academy; Mr. Richard Bowen, Town Manager of the Town of Andover; Mr. William Unsoeld, Vice-president of Outward Bound and a member of the successful American expedition to Mount Everest; and Mr. Tim Durant '19, "the galloping grandfather" and one of the world's leading steeplechase riders. The school was also honored by Mr. Harlan Cleveland '34, United States Permanent Representative on the North Atlantic Council, who, as recipient, delivered the principal address on the occasion of the second presentation of the Claude M. Fuess Award for outstanding public service.

Smaller groups interested in particular subjects met for discussion one or more times over the last two years with Louis Lyons, Curator Emeritus of the Nieman Fellowships, Harvard University; Professor Noam Chomsky, of M.I.T.; Charles Chu, authority on Chinese painting, Professor of Chinese Studies at Connecticut College for Women; Tom Cole, novelist, winner of the 1966 Rosenthal Award for fiction; Alfred Kazin, critic and historian of American literature; Russell Johnson, Peace Education Secretary of the American Friends Service Committee; Minor White, photographer, Massachusetts Institute of Technology; Robert Stuart Fitzgerald, poet and Hellenist, Boylston Professor of Rhetoric and Oratory in Harvard University; Professor Reuben Brower, of Harvard; Dean Georges May and Professor Maynard Mack, of Yale; Peter Davison, Director, Atlantic Monthly Press; George Starbuck, Stanley Burnshaw, Richard Wilbur, Howard Nemerov, James Dickey, John Nims, Robert Lowell, James Tate, Jean Valentine, and Helen Chasin, poets.

Among the guest artists to appear on campus were the Bennington String Quartet, the Botolph Brass Ensemble, the Violone Ensemble, and Jean and Kenneth Wentworth, duo-pianists.

A Shakespearean play, last year *The Taming of the Shrew*, is produced annually by the Dramatic Club. A musical is produced each spring, by the school Band, Chorus, Orchestra, and Dramatic Club; *How to Succeed in Business without Really Trying* was the 1968 choice, with a combined cast and orchestra of over 175.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by William Cochran, class of 1895; Moncrieff M. Cochran, class of 1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The Copley Wing, gift of James S. Copley, P.A., 1935, designed to seat 125 at small tables and carrels, is used as an American History Reserve Book Room.

The book collection, over 85,000 volumes in the liberal arts, supports and supplements the curriculum and provides many areas for independent reading. A trained staff member is on duty at all times to help in the use of the library and advise in choice of reading.

The Oliver Wendell Holmes Library (85,000 Volumes)

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America,* given by Thomas Cochran of the class of 1890; papers and books of the poet Oliver Wendell Holmes; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; Early Americana given by Nelson S. Taylor, of the class of 1900; and historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

Housed in the Library building are the Archives Department and a music record listening room.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole,

Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, drawings, and photographs complete an exceptionally well-balanced collection. Work by Calder, Lippold, Moholy-Nagy, Hofmann, Marin, O'Keeffe, Pollock, Shahn, and Wyeth is included. Models of American sailing ships, built to uniform scale, are also installed in the Addison Gallery. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and textiles of the Colonial period are on permanent exhibition.

Among publications of the Addison Gallery are *Layman's Guide to Modern Art*, 1949-54; *The Naked Truth and Personal Vision*, 1955, and *The American Line*, 1959, all based upon special exhibits arranged in connection with the Upper Middle course in Art. Another book, *Models of American Sailing Ships*, serves as a catalogue of the Marine Collection. All are simply written, and intended for adult as well as for student readers. An Art Film Library of some three dozen titles was established in 1954 to serve schools and colleges in New England, as well as the Academy community.

ARTS AND COMMUNICATIONS CENTER

The Arts and Communications Center, connecting The Addison Gallery to the stage of the Meeting Room in George Washington Hall, provides modern facilities for stage set design and construction, painting, drawing, architecture, photography, sculpture, ceramics, and woodworking; an audio-visual department of unusual scope, with audio-visual projection facilities ranging from small rooms with a capacity of five to an auditorium seating 250. The Underwood Room and Court, a part of the Arts and Communications complex, offer pleasant indoor and outdoor areas for receptions, concerts, dances, and informal gatherings.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established by Robert Singleton Peabody, class of 1857, conducts research in American Archaeology, publishes its findings, and maintains a museum to assist in its teaching program and to illustrate its work.

The Foundation is also responsible for a course in Anthropology, emphasizing anthropological problems and their relation to modern life.

Its research is concerned with the origin and development of agriculture and the attendant rise of civilization in the New World. The study of agriculture and the rise of civilization in the Tehuacan Valley in Mexico is nearing completion, but associated archaeological problems will continue to be pursued in that region. A major project to attack analogous problems in Peru is in the planning stage.

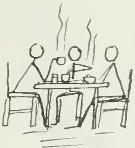
The Foundation has recently added to its long list of publications two major volumes dealing with the ancient environment and human subsistence and with the prehistoric stone artifacts in the Tehuacan Valley. Work continues on the remaining four volumes in this series. There are plans for publishing research on the earliest archaeological sites in northeastern North America, including one in Nova Scotia dated about 8,000 B.C. Publication of continuing research in New England is contemplated.

THE MONCRIEFF COCHRAN SANCTUARY

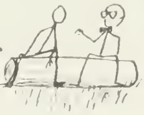
The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, draw many species of small land birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating duck, quail, and pheasant. Special paths are designed and planted to show local ferns, wildflowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone terrace and broad lawns, provides an attractive setting for a wide variety of social events at all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

The Andover Daily Schedule

- Approximate Wake-up: 7:45 AM



Breakfast:
7:15 to 8:15 AM
SUNDAY: 8:40–9:30



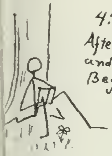
8:00 AM: Morning Classes begin –

10:36: Assembly*

11:18 Classes Resume

LUNCH:
12:30 to 1:10
Sat: 11:45 - 12:25
Sun: 12:45 - 1:30

2:00-3:30: Athletics – (not reqired Wednesdays and Saturdays for "club" teams)

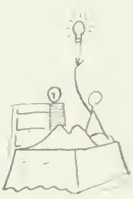


4:23 P.M
Afternoon Classes and Study Hours Begin

DINNER:
5:30 to 6:20
Sat. & Sun.: 5:30-6:30

ACTIVITIES:
6:45 to 8:00 PM

7:30 or 8:00:
STUDY HOURS for Underclassmen



Lights Out,
9:30 or 10:00 for Juniors and Lower Middlers
- No Specfied hour for Seniors & Uppers

* Mid-morning, mid-week chapel during this time Period.
– Sunday: Church service of choice & evening study hours
Saturday evenings are free for movies and other activities

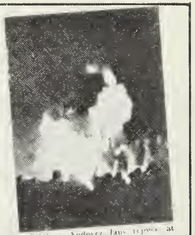
A L RUTHERFORD CLASS OF [illegible]

John Richards, II

William Sloane Coffin, Jr. . .

The PHILLIPIAN

Vol. 92 No. 1 — Phillips Academy, Andover, Massachusetts — September 15, 1967


Jubilant Andover fans rejoice at first bonfire in five years

MCCARTHY VOLUNTEERS ASSIST IN ANDOVER PRIMARY CAMPAIGN

Steering Report Urges Revised Marks System

Ian And Sylvia To Sing Friday

A New Dialogue

The assassination of Martin Luther King and the riots that followed have brought on the birth of a dialogue at Andover that has led to a spirit of new interest in the school's atmosphere

"Man and Society" Offers Off-Campus Program, Conceptual Method

Yale Chaplain Criticizes War as Unconstitutional, Immoral, Explains Controversial Stands on Draft, Civil Disobedience

Black Power

Varied Experiences Highlight South End Summer Program

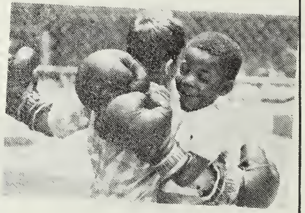
Noted Poet Robert Lowell Will Recite Works on Tuesday

Gridders Stop Four Year Exeter Domination; Complete 6-1 Season With Decisive Win, 20-6

Key Defensive Plays Stop Exeter Threats; Rogers' 61 Yard TD Breaks Open Contest

by EVAN THOMAS

'How to Succeed'



The Legal and Moral Issues of the War

PA Students To Participate In Adult Evening Study Program

Orpheus, Ultimate Spinach To Highlight 1968 Spring Prom

Philo Presents Vietnam Talks

Harvard Leads Colleges In Acceptances With 47

Liberal Group Will Screen War Movie

BASKETBALL OVERCOMES FAVORED EXETER

Edwin Reischauer Will Discuss Asia In Stimson Speech

EX-AMBASSADOR TO JAPAN

ABBOT SPONSORS PROGRAMS ON CIVIL RIGHTS; WATTS LECTURES

ASPU Group Helps Rockefeller Drive

Search And Rescue To Attack Many Treacherous Mountains

PA Grad Says

EDITOR 1969

STUDENT ACTIVITIES

Student organizations and voluntary enterprises of various kinds are an important part of life at Phillips Academy. They may change from year to year in scope and intent, depending upon student interest. Among others, there are literary, musical, forensic, and scientific activities. Each group is under student leadership and is advised by a member of the faculty. The list that follows is intended to be representative rather than complete.

The *Phillipian,* founded in 1878, is the school newspaper. It is published every Wednesday of the school year. Students on the editorial and the business boards gain experience in writing and in business practice.

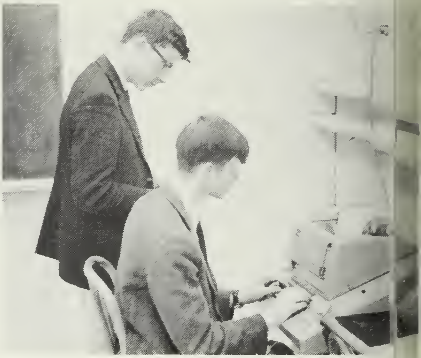
The *Mirror,* founded in 1854, is the undergraduate literary magazine, which appears several times each year. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine devoted to encouraging literary talent.

The *Pot Pourri* is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the account of their years at Andover.

The *Dramatic Society* is an organization of all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play. A considerable number of modern plays, both dramatic and musical, are also presented.

One of the most important groups within the Dramatic Society is the *Stage Crew.* Carpenters, painters, shifters, electricians, and special-effects men work under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays.

Licensed FM Station WPAA



Another branch of the Society is the *Drama Workshop,* whose intent is to offer further opportunities for students to participate in play readings, and the production of both conventional and experimental drama, student directed in the *Drama Lab.* The organization welcomes lower classmen as well as Uppers and Seniors.

The language departments frequently produce plays in French, German, Latin, or Spanish. The language plays are projects of ***Language-Interest Clubs*** that sponsor, in addition, illustrated lectures, motion pictures from the countries of their choice, and discussions of history and culture. Occasionally there are language tables in the Commons.

Debating and school forums are held by *Philo,* properly the ***Philomathean Society,*** founded in 1825. Regular meetings, held bimonthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams, which all students may attend. Each year Philo sponsors a prize debating contest. The organization has also sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Students interested in art may work in the studio of the Addison Gallery with the ***Design Club.***

The ***Camera Club*** has a dark room in the Arts Center, where students may develop, enlarge, and print their own photographs. In response to interest, groups meet for the discussion of fine points in the art of photography.

The ***Radio Club*** has a room in the basement of Evans Hall, where radio sets may be constructed and repaired. It also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need.

WPAA-FM is a 10-watt educational FM station licensed by the FCC to operate at a frequency of 91.7 mcs. It provides 25 hours per week of news, music, sports and educational programs to an

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area with a population of about 200,000. Its studio is in the basement of Evans Hall, and its transmitter is on the roof of the same building. It is completely student operated and with its staff of over 100 is one of the largest extra-curricular activities.

The *Rifle Club,* a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to shoot for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall.

The laboratories are open, on schedule and under supervision, to experimenters in chemistry or physics (*Science Club*). Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory (*Astronomy Club*). A group interested in tapes and records makes recordings of school events (*Audio Club*).

Modest lapidary equipment is on hand for those boys who are interested in gems and minerals (*Minerals Club*). Identification of minerals is another interest of the club.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are the principal activity of the *Outing Club.* Canoeing, fishing, and rock climbing are also popular with the group.

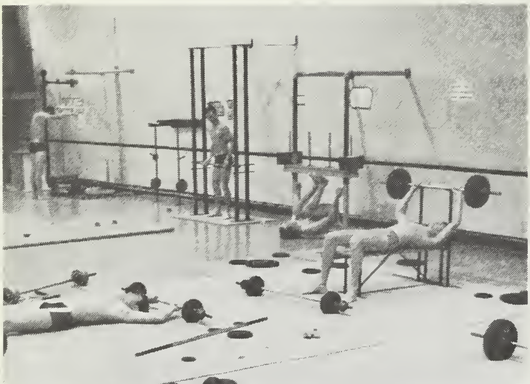
The *Stamp Club* meets in the tower room of the Chapel. The clubs's program includes an annual prize exhibition. Philatelists are urged to bring their duplicate stamps and covers for trading.

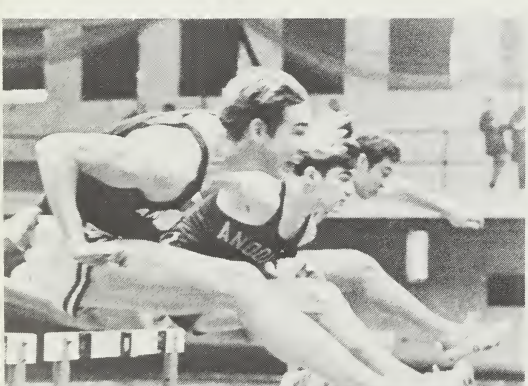
The *Natural History Club* works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Asia Society* has as its aim the furthering of knowledge and understanding about the peoples and nations of the East. The members meet for discussions, lectures, and films.

The *Phillips Society,* a student service organization, evolved from the Society of Inquiry, founded in 1833, and Circle A, organized

A Dormitory





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1968 — SPRING SCHEDULE — 1968

APRIL

Wed., 10	Crew	M.I.T. Freshmen	3:00
		M.I.T. Frosh. 2nds	3:30
	Lacrosse	Governor Dummer	* 3:00
Sat., 13	Baseball	Stoneham High School	2:15
	JV Baseball	Stoneham JV's	2.15
	Crew	Kent School	2:00
	JV Crew	Kent School 2nds	2:30
	Lacrosse	Yale Freshmen	2:15
Wed., 17	Baseball	Harvard Freshmen	2:30
	Jr. Baseball	Brooks School 2nds	2:30
	Crew	Boston U. Fresh.	3:00
	JV Crew	Boston U. Fresh. 2nds	A.V.
	Golf	Exeter-Governor Dummer at Exeter	* 2.30
	Lacrosse	Brown U. Freshmen	3:00
	JV Lacrosse	Rivers Country Day	* 3:00
	Jr. Lacrosse	Gov. Dummer 3rds	* 3:00
	Tennis	Harvard Freshmen	2:00
	Jr. Tennis	S. Portland High JV's	2:00
	Track	Northeastern U. Fresh.	2:00
Sat., 20	Baseball	Yale Freshmen	* 2:30
	JV Baseball	Middlesex School	* 2:00
	Golf	Yale Freshmen	* 1:30
	Lacrosse	Tabor Academy	2:00
	JV Lacrosse	Holderness	2:00
	Club Lac	Tabor Academy JV's	2:00
	Jr. Lacrosse	Tabor Acad. Fresh.	2:00
	Tennis	Dartmouth Freshmen	2:00
	Track	Dartmouth Freshmen	1:30
Wed., 24	Baseball	U.N. Hampshire Fresh.	2.30
	Jr. Baseball	Austin Prep Fresh.	3:15
	Crew	Northeastern U. Fresh.	* 3:00
	JV Crew	Northeastern U. Freshmen 2nds	* 3:00
	Golf	Harvard Freshmen	* 1:30
	Lacrosse	Boston Lacrosse Club	3:30
	Tennis	M.I.T. Freshmen	2:30
	JV Tennis	Brooks School	2:30
	JV Track	Lawrence High School	3:00
	Club Lac.	Thompson Academy	3:00
Sat., 27	Baseball	Tufts Freshmen	2:15
	JV Baseball	Andover High School	1:30
	Crew	Tabor Academy	[illegible]
	JV Crew	Tabor Academy JV's	2:00
	[illegible]	Tabor Academy Club	[illegible]
	Golf	Winchendon School	1:00
	JV Golf	Lawrence Academy	* 1:30
	Lacrosse	Deerfield Academy	* 1.30
	JV Lacrosse	Deerfield Acad. 2nds	* 1:30
	Jr. Lacrosse	Deerfield Acad. Frosh	* 1:30
	Tennis	Deerfield Academy	* 2:00
	JV Tennis	Deerfield Acad. JV's	* 2:00
	Track	Tufts Fresh - Boston State Fr.	* 2:00

MAY

Wed., 1	Baseball	Dartmouth Freshmen	2:30
	JV Baseball	Lawrence High JV's	3:00
	Crew	Harvard Freshmen	* 3:00
	JV Crew	Harvard Frosh 2nds	* 3:30
	Golf	Exeter - Gov. Dummer	2:30
	Lacrosse	Holy Cross Freshmen	3:00
	JV Lacrosse	Winchester High School	3:30
	Club Lac.	Gov. Dummer Club	3.00
	Jr. Lacrosse	Winchester High Fresh.	3:00
	Tennis	St. Paul's School	3:00
	JV Tennis	Newton High School	3:00
	Jr. Tennis	Brooks School 2nds	* 2:30
Sat., 4	Jr. Tennis	Gov. Dummer Lowers	* 2:00
Wed., 8	Baseball	Lowell High School	3:00
	JV Baseball	Brooks School	2:30
	Jr. Baseball	Exeter Juniors	2:45
	Crew	Dartmouth Freshmen	P.M.
	JV Crew	Dartmouth Frosh. 2nds	P.M.
	Golf	Gov. Dummer - Exeter at Byfield	* 2:30
	Lacrosse	Harvard Freshmen	* 3:00
	JV Lacrosse	Lawrence Academy	3:00
	Jr. Lacrosse	Lawrence Acad. JV's	* 3:00
	JV Tennis	Gov. Dummer Acad.	* 2:30
	Track	U.N. Hampshire Frosh	2.15
Wed., 15	Baseball	Worcester Academy	* 3:00
	JV Baseball	Haverhill High JV's	3:00
	Jr. Baseball	Methuen High Fresh.	2:45
	Crew	St. Paul's	* 3:15
	JV Crew	St. Paul's JV	* 3:15
	Club Crew	St. Paul's Clubs (2 races)	* 3:15
	Golf	M.I.T. Freshmen	1:30
	Tennis	[illegible]	[illegible]
	JV Tennis	Belmont Hill School	[illegible]
	[illegible]	[illegible]	[illegible]
Sat., 18	Baseball	Deerfield Academy	2:00
	JV Baseball	Deerfield Acad. JV's	1.30
	Crew	Mount Hermon	4:00
	JV Crew	Mount Hermon	4:00
	Club Crew	Mount Hermon	4:00
	Golf	Dartmouth Freshmen	1:00
	Lacrosse	Mount Hermon	2:00
	JV Lacrosse	Proctor Academy	2:30
	Club Lac.	Gov. Dummer Club	* 2:45
	Jr. Lac.	Gov. Dummer 3rd's	2:00
	Tennis	Choate School	* 2:00
	JV Tennis	Choate School JV's	* 2:00
	Track	Prep School Track Meet at Mount Hermon	P.M.
Wed., 22	Baseball	Boston English High	2:30
	JV Baseball	Exeter JV's	2:45
	Jr. Baseball	Exeter Juniors	* 2:45
	JV Crew	Middlesex School	3:00
	Club Crew	Middlesex School 2nds	3:00
	Lacrosse	St. Paul's School	3.00
	JV Lacrosse	Winchendon School	3:30
	JV Tennis	Lawrence Academy	3:00
	Jr. Tennis	Lawrence Acad. JV's	* 3:00
	Track	Andover High School	3:00
Sat., 25	Baseball	Exeter	2:30
	Jr. Baseball	Governor Dummer JV's	2:00
	Varsity and JV Crew	Regatta at Lake Quisigamond near Worcester, Mass.	A.M.
	Lacrosse	Dartmouth Freshmen	* 2:00
	Club Lac.	Exeter (2 games)	2:30
	Tennis	Exeter	* 2:00
	JV Tennis	Exeter JV's	* 2:00
	Track	Exeter	* 2:15
Wed., 29	Baseball	Lawrence High School	3:00
	JV Baseball	Exeter JV's	* 2:45
	Club B'ball	Exeter 1 and 3	2.45
		Exeter 2 and 4	* 2:45
	Golf	Exeter at Amesbury	* 2:15
	JV Golf	Exeter at Amesbury	* 2:15
	JV Lacrosse	Exeter JV's	* 3:00
	Jr. Lacrosse	Exeter Juniors	* 3:00
	Club Tennis	Exeter	3:00
	JV Track	Exeter JV's	* 3:00

JUNE

	[illegible]	[illegible]	[illegible]

in 1930. Its purpose is to serve the school and the larger community in a variety of ways, broadening the outlook of students by stimulating in them a greater awareness of social problems and tasks that need doing, and by giving them opportunities for practical application of religious and humanitarian principles in serving others. The Phillips Society is composed of a number of working committees. Among the different activities: receptions for new boys and visitors; hospitality to visiting teams; holding Sunday coffee-hours; supervising special recreational use of the gym; helping boys in the infirmary; conducting old clothes drives and book drives; conducting the annual Charities Drive. Membership in the Phillips Society is open to any student who wishes to participate in the activities of any of the committees.

Among the extracurricular activities in the field of music are the *Marching Band,* the *String Orchestra,* the *Concert Band,* and the *Chorus* (combining both choir and glee club), which take part in many concerts as well as in an annual musical show. Other musical organizations are various dance bands, and the *Eight 'n' One Octet.* A well-stocked record library is located in the *Record Room,* where recorded concerts are given from time to time.

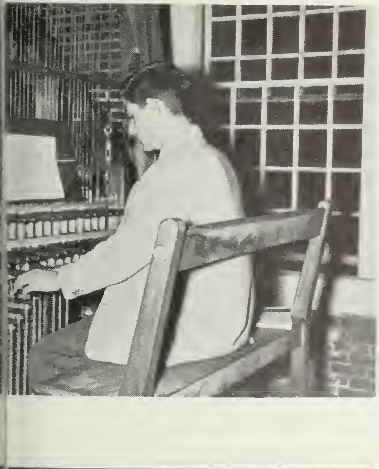
Dances of different kinds are sponsored by various student groups. Student initiative and interest determine in large part their nature and frequency. Dormitories often arrange informal dances with girls from nearby schools. Once or twice a term a club or a class sponsors a tea dance open to the whole school. The two-day Spring Prom in May is the climax of the social season.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Lower Middle year, every boy takes two hours a week of physical education in addition to his regular after-

MERCEDES-BENZ



noon program of athletics. The morning program of swimming, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, and skiing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and lifesaving.

The Medical Director and the Athletic Department strongly advise parents to provide boys who wear glasses with shatter-proof or contact lenses, not only to minimize danger of injury in athletics but also to avoid loss of study and reading time.

See page 55 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is asked to have a general physical examination by his family physician, as well as certain screening laboratory procedures and routine vaccinations against smallpox, poliomyelitis, tetanus, typhoid, and measles. His family is asked to answer questions on a confidential sheet that may reveal significant symptoms or illnesses. These clinical details are under the exclusive control of the Medical Director.

Immediately after the student's arrival at the Academy, a review of the physical examination is carried out by the Medical Director with each student. With new students, complete dental x-rays and x-rays of the chest are taken. Special examinations of the eye and ear and tests for speech defects, reading speed, and language disability are carried out whenever they are indicated. The full time Medical Director and his colleagues on the Isham Infirmary-Hospital medical staff correlate all clinical information, with a view toward establishing an accurate estimate of each student's physical status and needs.

The Isham Infirmary-Hospital is accredited by the Joint Commission on the Accreditation of Hospitals under the auspices of the American Medical Association and the American Hospital Association. It has 50 active beds, as well as room for expansion during epidemics. The hospital has a modern x-ray department and clinical laboratory, with a full-time technician. A well equipped physiotherapy unit is under the direction of a qualified full time physiotherapist. Graduate nurses are on duty 24 hours daily, and additional graduate nurses manage the Outpatient Services from 8:00 a.m. to 6:00 p.m. Although serious and critical medical and surgical emergencies are usually referred to general hospitals in the area, or in Boston, the Isham Infirmary-Hospital is equipped to care for the most serious emergencies.

All major illnesses and injuries are reported to parents by telephone, telegram, or letter. Minor illnesses and injuries are not reported unless there is some unusual complication.

The financial responsibility of families for the medical care of students is detailed on page 58.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has three objectives: to train boys to do useful work well, to develop in the boys a sense of responsibility for the day-to-day operation of the Academy, and to reduce the Academy's operating costs. Under the supervision of the faculty and members of the Senior class, the work program has become an essential part of the democratic life of Phillips Academy.

All boys are responsible for the daily care of dormitory rooms and corridors, under the direction of housemasters. In addition, they share the burden of keeping the campus free of litter, of shoveling snow in the winter, and doing special work on the grounds at the end of the fall term and at the beginning of the spring term.

Lower Middlers serve as office boys, messengers, and laboratory assistants, working approximately three hours per week. Upper Middlers are assigned to work in The Commons, one week on duty followed by three weeks off. Seniors serve in supervisory capacities, such as proctoring in dormitories and dining-halls. Seniors also serve, through the Blue Key, as guides for visitors to the campus.

GRADES AND REPORTS

Course grades are sent to parents at the Fall Mid-Term rating and at the end of each of the three terms. Based on both daily work and examinations, they are recorded, in whole integers only, on the following scale:

6 — outstanding
5 — superior
4 — good
3 — satisfactory
2 — minimum pass
1 — failure
0 — low failure

The student's housemaster writes a general report to the parents at least twice a year.

REGULATIONS AND DISCIPLINE

Phillips Academy seeks to help boys develop desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy believes that disciplinary measures are among the instruments of education; they are a means of teaching the young both self-discipline and an understanding that the goal of freedom for the individual can be achieved only within a social order. To this end, the Academy tries to inculcate in a boy personal integrity, responsibility for his behaviour, self-control, and a sense of individual purpose. It believes that discipline should lead a boy to experience the consequences of actions detrimental to himself and others, help him to strengthen himself where he is weak, and teach him to accommodate himself to the requirements of the school. The Academy has developed its regulations in accordance with these principles.

Offenses involving a boy's integrity, social offenses that threaten the well being of the school community, and continued infractions indicating an unwillingness to come to terms with the demands of the school all render a boy liable to dismissal. Examples are dishonesty, the possession or consumption of alcoholic beverages or drugs, gambling, unauthorized absence from school bounds.

Students may not possess, rent, or drive any motor vehicle within school bounds, nor may they possess firearms or explosives. Smoking is forbidden to all students, with the exception that seniors may smoke pipes.

The Academy expects all boys to apply themselves conscientiously to their studies and to discharge their obligations to the school. It expects a greater degree of self-discipline and initiative as the student matures, and to that end creates a less regulated existence for Seniors than for underclassmen. All students, however, are expected to meet all their required appointments, especially those immediately preceding and following vacations and holidays.

OUT-OF-TOWN EXCUSES

A student whose scholastic standing is satisfactory may with permission take two out-of-town excuses a term. A Senior passing all courses may with his housemaster's permission take additional excuses.

ROOM EQUIPMENT, CLOTHING AND ATHLETIC EQUIPMENT

The Academy provides each student with bed, mattress, pillow, bed linen, chest and mirror, desk, desk-chair, and easy chair. In double rooms they are provided for each occupant. Bed linen is provided and laundered by the school. Students furnish their own blankets, bedspreads, towels and desk lamps.

All boys are required to wear coats and neckties to recitations, meals, chapel, and assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate socks and shoes is required for Sunday church and other formal occasions. *All wearing apparel and personal effects should be plainly marked with the student's name.*

Protective athletic equipment is furnished by the Academy. Each student is urged to bring along whatever other equipment he already possesses, but not to buy new equipment, since substantial savings can be made on purchases through the Athletic Department. All scholarship boys will be able to buy athletic shoes at half price. Every student is required to own a pair of high quarter sneakers.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three blankets or the equivalent
Warm overcoat or jacket for the winter months
Overshoes and rubbers for the winter months.

The Academy is not responsible for the loss of student's clothing or personal effects, either during term time or when stored over vacation, unless deposited in the student storage center.

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. They have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds. The total annual cost to the Academy for each student is currently in the neighborhood of $4,700. Of this figure, $2,400 is met by the inclusive fee, leaving a considerable balance to be met by the income from invested funds, by gifts from alumni, parents, and from other sources.

Tuition Charges

The tuition for boarding students is $2,400; for day students (who must live in the Greater Lawrence area) $1,600: one half payable on October 1 for Fall Term, one fourth on January 1 for Winter Term, and one fourth on April 1 for Spring Term. Adjusted bills for scholarship students are payable on the same basis. An alternative to the above method of payment is that tuition may be paid in ten equal monthly installments starting September 1 and ending June 1. A service charge of ten dollars is made for this accommodation. Each student, when assured of admission, is required to make a deposit of $50, which is credited on his first bill.

The tuition charge of $2,400 covers instruction, board, room (including furniture and bed linen), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include charges for tutoring, Language Training, special instruction in music or athletics, medical insurance, dental care, special medical expenses, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property.

Bills for items not included in the regular school charge may be rendered at any time during the school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn. A student otherwise eligible for return in a given school year will not be allowed to register if his school account for the preceding year has not been paid in full. The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1, when billed. The balance remaining after charges for breakage have been deducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Medical Expenses and Medical Insurance

All minor illnesses and injuries are treated at the Isham Infirmary-Hospital by the Medical Director and his staff without charge, including, if required, routine laboratory tests and two days of hospitalization for each disability. Parents are responsible for the cost of out-patient surgery, medical consultations, dental care, x-rays, special laboratory tests, orthopedic appliances, and hospitalization at the Isham Infirmary-Hospital as detailed below.

For illnesses or injuries requiring hospitalization at the Isham Infirmary-Hospital beyond two days, a charge will be made, retroactive to the first day of the hospital confinement. A charge will be made for the treatment of all surgical cases at the Isham Infirmary-Hospital, and, if hospitalization is required, a charge will be made commencing with the first day. A charge will be made, commencing with the first day, for students returned to the Isham Infirmary-Hospital for post-operative care or convalescence after surgical or medical treatment at an outside hospital.

A personal family medical insurance policy will meet most costs of such Isham Infirmary-Hospital care. *The school strongly recommends that each student be provided with such coverage.*

A student medical insurance plan is available to parents. Coverage for old students commences on September 1, for new students when they arrive on the campus for the fall term. The school medical insurance applies only to medical expenses for treatment of students by physicians or hospital admission *outside* the Isham Infirmary-Hospital. It reimburses parents up to $650 for each accident or illness requiring treatment *outside* the school during the twelve months of the year, on campus and off. Reimbursement under this plan is paid in addition to any benefits to which a student may be entitled under any personal policy. Not infrequently the coverage from both kinds of policies is necessary to meet the total expenses on a protracted or involved illness. The cost of the student medical insurance plan is $16.50 per student. Participation in the medical insurance plan is optional.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	$25.00 to 95.00
Pressing and cleaning	20.00
Medical Insurance (optional)	16.50
Books and supplies	50.00
Dues, publications, and charitable contributions	20.00
Breakage deposit (refundable)	0 to 25.00
Miscellaneous, including spending money	120.00
	$235.00 to 346.50

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Financial Aid (*see page 64 for basic policy*)

Scholarships vary in amount according to the applicant's need, ranging from $500 to the full amount of $2,400. In addition to the scholarship award, part of the cost of travel (within the continental limits of the United States) is borne by the school when a scholarship student lives more than about 400 miles from Andover. The travel allowance varies in amount from $25 to $175 for each round-trip, depending on the distance of the student's home from Andover.

Families whose need is not great but who, in the judgment of the Admissions and Scholarship Committee, are entitled to some financial assistance, will receive aid in the form of a loan. Such loans will not bear interest while the boy is at Andover, but interest at the rate of 3% per annum will be charged from the time of his graduation. Under normal circumstances repayment of the loan starts four years after the boy's graduation from Andover, at a time when, presumably, he has finished college. Normally, all awards of $500 or less will be made as loans. In some special cases loans for larger amounts may be arranged; in others, the award may occasionally be part outright grant and part loan.

The Committee requires the parents of all boys applying for financial aid to submit a complete report of their financial condition, which is kept confidential. All boys on the Scholarship List are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of, and deserve, the opportunities that they enjoy.

THE ANDOVER SUMMER SESSION

Now in its twenty-eighth year, the six-week Andover Summer Session complements the winter program of Phillips Academy by offering the same high standards of teaching and learning to a different student body. Its purpose is to provide for able boys and girls of high school age a summer experience that will deepen and extend their intellectual, aesthetic, and moral interests. The ideal of the Summer Session is to be a national public summer school, open to all who are well qualified. In 1968, the Summer Session enrolled 544 boys and girls from forty-three states and nine foreign countries, and, because of the scholarship program, from widely differing economic and social backgrounds.

The Summer Session offers no academic credit for any course and places little emphasis on grades. It is not a place to make up work or to strengthen weak academic backgrounds. Students have the opportunity to learn for the sake of learning, free from the pressure of grades, credits, and rank in class. A student may find the Summer Session a useful taste of residential school life and of high academic standards. On the other hand, since the Summer Session presents a different program to different students in a different way, it is by no means a valid sample of the Phillips Academy winter session experience.

Because the student takes only one major course, in a field in which he has already demonstrated special interest and ability, the Summer Session offers an academic experience in depth that can rarely be obtained elsewhere. Language courses offer a concentrated opportunity to learn new skills; other courses offer subject matter or approaches rarely available in secondary schools, (*e.g.*, writing, architecture, anthropology, probability and statistics, Asian studies, invention). All students also study English composition. Most take 18 hours of class each week; the particularly able may elect an additional 6-hour minor course.

The 1969 Andover Summer Session will open on Wednesday, July 2, and will close on Thursday, August 14. The Summer Session publishes its own catalogue, which may be obtained by writing to the Director of the Summer Session, Phillips Academy, Andover, Massachusetts 01810.

SCHOOLBOYS ABROAD

SCHOOLBOYS ABROAD, two programs conducted during the school year in Barcelona, Spain and Rennes, France form an integral part of the curriculum of Phillips Academy, Andover, the Phillips Exeter Academy, Exeter, N. H., and of St. Paul's School, Concord, N. H., and as such is a joint educational venture of the three academies. Its purpose is to provide for qualified secondary school Upper Middlers (11th graders) a year of intensive study of the Spanish or French language and culture, and at the same time the ordinary, full academic program. The programs are open to boys from any accredited secondary school. If the student satisfactorily completes the course, it is expected that he will return to complete his Senior year at the school he was previously attending. A student, however, who wishes to apply for one of the limited number of places in the Senior year at Andover, Exeter, or St. Paul's should announce his intention with original application to the Program and identify the school he wishes to attend. An interview will be arranged with an Admissions Officer, and action taken on the application before the candidate leaves the United States in September. Final acceptance is contingent on a distinguished record abroad. Boarding students at other independent schools should not make application for the Senior year at Andover, Exeter, or St. Paul's.

Candidates must have completed a minimum of two years of study of secondary school Spanish or French by the date of sailing for Europe. The curriculum of the program parallels that normally available in college preparatory schools in the United States (with the omission of laboratory science). The courses in European History, Language and Culture, and Modern Literature are taught entirely in the language of the country by outstanding native teachers. A minor course in Art and Architecture is ordinarily taught by a native teacher in his language. The remaining courses are taught in English by two experienced members of the faculties of Phillips Academy, Andover, of The Phillips Exeter Academy or of St. Paul's School. One of the chief objectives of the language courses in particular, and of the program as a whole, is thorough preparation for honors work in the Senior year. Such preparation is ideally suited for those boys whose interest in Spanish or French is such that they may seek Advanced Placement in that subject.

Courses of the Spanish program are conducted in facilities of the Instituto de Estudios Norteamericanos, Via Augusta, 123, Barcelona, Spain. Those of the French program are conducted in the building of the Institut Franco-Américain, 7, Quai Chateaubriand, Rennes, France. Boys participating in either course live individually in native homes throughout each city.

SCHOOLBOYS ABROAD publishes its own catalogues (one for each program) which can be obtained by writing the Administrator, SCHOOLBOYS ABROAD, George Washington Hall, Andover, Massachusetts 01810.

COLLEGE ADMISSIONS

Because of the increasing pressures for admission to the most selective colleges and universities, most Andover seniors have found it advisable to make several applications to institutions of varying degrees of renown. In recent years approximately 62 percent of the Senior Class have been admitted to the college of their first choice. While the school makes every effort to see to it that a boy is admitted to a college appropriate to his needs and abilities, it does not and cannot guarantee him admission to the so-called prestige colleges.

College Matriculation of the Class of 1967

College	*Students*	*College*	*Students*
Amherst	3	M.I.T.	1
Antioch	3	Michigan	1
Beloit	2	Middlebury	2
Boston College	1	Nebraska	1
Boston University	2	North Carolina	13
Bowdoin	2	North Carolina State	2
Brandeis	1	Oberlin	2
Brown	4	Occidental	1
Bucknell	1	Oklahoma	1
Univ. of California—Berkeley	4	Penn	6
Chicago	3	Pomona	3
Colby	4	Princeton	19
Colgate	1	Rice	2
Colorado College	2	Rochester	5
Univ. of Colorado	1	Rollins	1
Columbia	14	Stanford	16
Cornell	1	Swarthmore	1
Dartmouth	5	Syracuse	3
Denison	1	Texas	2
Univ. of Denver	1	Trinity	2
Dickinson	1	Vanderbilt	2
Duke	4	Univ. of Washington	1
Eastman	1	Washington Univ.	4
Univ. of Georgia	1	Washington & Lee	1
Hamilton	1	Wesleyan	1
Harvard	36	West Point	1
Johns Hopkins	4	Williams	2
Lafayette	1	Wisconsin	1
Lawrence	2	College of Wooster	2
McGill	2	Yale	26

ADMISSIONS

GENERAL POLICY

Phillips Academy assumes that no boy will be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. The Constitution of the Academy states, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the Admissions and Scholarship Committee selects each year from approximately seventeen hundred candidates the two hundred and eighty-five most promising and deserving boys, even though many of them are unable to pay the full $2,400 all-inclusive fee. Among the entire student body, over two hundred and sixty boys receive awards averaging above $1,700. Thanks to the generosity of a large number of alumni and other friends, over $425,000 is available in 1969 to provide financial assistance for those who are judged eligible strictly on the basis of need. Of this amount over $170,000 is ear-marked for new boys.

The basic requirements for admission to Phillips Academy are evidence of sound character and a strong school record. Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Test (see page 67). Of considerable importance also is the candidate's relative physical, social, and emotional maturity. Because the Academy receives applications from many more qualified boys than it can admit, it must make selections on a competitive basis, with emphasis on character, personal qualifications, and promise.

The closing date for receiving applications is normally January 1 except for postgraduates. Strong priority is given to those candidates who complete the full admissions procedure by January 15. It is particularly important to take the December 14, 1968 administration of the Secondary School Admission Test.

Boys are admitted annually to each of the four classes in approximately the following numbers: ninth grade (Junior), 110; tenth grade (Lower Middle), 100; eleventh grade (Upper Middle), 50; twelfth grade (Senior and Postgraduate), 25. Unlike some schools, the Academy does not consider attendance for the full four years essential. In fact, as the figures indicate, the Academy encourages tenth grade admission.

Because maturity is important in achieving success at Andover, a boy younger than fourteen at the time of entrance is often at a disadvantage physically, socially, or emotionally even though he may be well qualified academically. It is often, not always, better for such a boy to remain at his present school through the ninth grade and then attend the Academy for four years. Although a member of the Junior Class (ninth grade), he can generally move ahead academically in one or more subjects, benefiting at the same time from the social and physical advantages of living with his contemporaries.

The limited number of postgraduates admitted each year are treated in all ways as full-fledged members of the Senior Class.

Financial Aid

The policy is described on page 64. See page 59 for details.

PROCEDURE IN APPLYING

Each applicant must complete these four steps:

I. Submit the Preliminary Application and fee (see back of catalogue).
II. Have a personal interview.
III. Return the Final Application forms.
IV. Take the Secondary School Admission Test.
(See below for Senior Class candidates.)

Candidates who complete the four steps on time will be given priority. Except for postgraduates, candidates must normally make application before January 1 of the year of intended entrance.

Step I. *Submit the Preliminary Application and ten dollar fee.*

Time: *When the decision to apply is made.*

Use the Preliminary Application (and Geographical Card) at the back of the catalogue. The non-returnable ten dollar fee, payable to the Trustees of Phillips Academy, is required unless specifically waived by the Admissions Office.

Step II. *Have a personal interview.*

Time: *Preferably well before January 15 of the year of proposed admission.*

An interview is required of all applicants. A visit to the Academy is highly desirable as it gives the candidate a chance to have his questions answered and to see the school for himself. Student guides and admissions officers will do all they can to make the visit a pleasant and informative experience. Normally, a tour of buildings and grounds with a student guide will precede the interview with an admissions officer.

If a candidate cannot arrange such a visit, he or his family should make an appointment with a nearby Alumni Representative (see listing on pages 127-133). Appointments with an alumnus should be made directly with the man himself, not through the Academy office.

All appointments should be made in advance, preferably by telephone if the distance is not great. Calls to arrange appointments at the Academy should be made to the secretary in the Admissions Office, and *not* to the Director of Admissions. Tel.: 617-475-3400. Office hours: 9:00-5:00 Mondays through Fridays; 9:00-12:00 on Saturdays. The Admissions Office does not usually schedule interviews from January 15 to March 1.

Step III. *Return the Final Application Forms described below.*

The forms are normally mailed in mid-October to candidates who have completed Step I for admission the following fall.

Time: *Within one month of their receipt.* (Late postgraduate applicants should see that they are returned immediately.)

A. *The Student Questionnaire:* This form should be returned separately from the others.

B. *The Confidential Recommendation Forms:*

All three forms should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate. The teachers selected should be those who have taught the candidate within the past twelve months and know him best. Additional reference letters from any source are welcome but not required.

C. *Final Application and School Record Form:*

After the parent or guardian has filled in the first page, the form should then be completed by the candidate's principal or guidance counselor. If the applicant has attended two schools within the past twelve months, the desired information should be supplied by the school at which he is better known.

All forms are to be returned directly by those who complete them. The candidate himself is responsible for determining that the forms are completed and returned on time. As an aid, the Admissions Office will send a notice to each candidate whose folder is incomplete as of January 1st.

tep IV. *Take the Secondary School Admission Test.*
(See below for Senior Class candidates)

ime: December 14, 1968.

The Secondary School Admission Test is required by all except candidates for the Senior Class. It is particularly important to take the December 14 administration of the test even though the candidate has taken it previously. It will be given on that day by the Educational Testing Service at centers throughout the United States and many foreign countries. The test will be given also on February 1, April 12 and May 17, 1969, but the Academy can hold out little hope of providing room for boys who take it in February, and no hope at all for those who wait until

April or May, though these dates may be used to provide a trial run for 1970 candidates.

A *Bulletin of Information for Candidates* will be sent to all 1969 candidates who have filed the Preliminary Application Form. Others may obtain copies by writing to Secondary School Admission Test, Educational Testing Service, Princeton, N. J. 08540. Each applicant must complete a special form (supplied with the *Bulletin of Information for Candidates*) and be sure that it reaches the Educational Testing Service by the deadline dates listed in the Bulletin. The cost is $7.00 ($10.00 for candidates at foreign centers), payable to the Educational Testing Service.

Special preparation or tutoring for the admission test is neither necessary nor advisable, but a regular program of general reading, perhaps a book a week beyond school requirements, may improve performance on the verbal sections. Though sample tests are not available, the *Bulletin of Information for Candidates* contains a few typical questions.

Senior Class Candidates

Instead of the Secondary School Admission Tests, candidates for the Senior Class must take the College Board Scholastic Aptitude Test, preferably the current December or January series (or the Preliminary Scholastic Aptitude Test if an eleventh grader), and request the College Board in writing *after* the test date to send Phillips Academy the results of *all* Board tests taken. A check or money order for $1.00 must accompany the request.

Acceptance Dates

By agreement with a number of schools, official notice of admission will not be mailed before February 15, and parents will not be required to confirm the admission, by deposit or otherwise, before March 1. However, as soon as a boy hears favorably from his first-choice school, he is expected to notify that school immediately and all others to which he has applied. This action will enable schools to release more letters of admission to waiting candidates.

Phillips Academy candidates for 1969 may expect notification of action as soon as possible after February 15, and certainly by

March 1, on all fully completed applications. Successful candidates who decide to accept their admission are required to pay a non-returnable deposit of $50.00 (to be credited on the first school bill).

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory academic and general record.

Placement Examinations and Preparation for Them

Applicants who have been admitted to the Academy, and who have thereafter paid the required deposit, will normally be expected to write subject-matter placement examinations on or about Friday, May 16. The Admissions Office may exempt boys with outstanding records and Secondary School Admission Test results from all or part of this requirement. Those who do not live within commuting distance of Andover may write the examinations at their local schools. While no special preparation for the admission test is expected, outside study or tutorial assistance in anticipation of the placement examinations will usually be helpful. Sample placement examinations are supplied without charge by the Admissions Office upon receipt of the $50.00 deposit confirming acceptance of admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes, and to those upper class candidates who are currently tudying the first year of Latin, French, Spanish, or Russian, the National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109, publishes each year, for $2.00 postpaid, a pamphlet entitled *Curriculum Suggestions*. The pamphlet ontains detailed subject-matter requirements in English, Mathematics, Latin, French, Spanish, and Russian for use in grades six hrough nine. The standards parallel closely those of Andover. The revious year's examinations in each subject at each level are inluded.

The proper use of the National Association of Independent Schools pamphlet should enable parents to determine well in adance whether their boys are receiving adequate preparation for the cademy. Please note that Phillips Academy encourages but does not require the study of a foreign language in grades six through ght.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students in early August, in the order in which their admission applications are filed. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have, in most cases, reached the age of fourteen by the September of matriculation. Normally, they will be asked to write a placement examination in mathematics which will cover arithmetic and some elementary algebra, but a boy whose eighth-grade course is a standard first-year, high-school algebra course should write instead the paper for entrance to Mathematics 2. Boys who are currently studying a foreign language will be asked to write the appropriate placement examination.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra, and in foreign languages currently being studied. The work is described on pages 77-109. In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to Mathematics 2 and the second year of the appropriate foreign language, which will be sent upon request without charge. Extra preparation may be advisable. Credit for the English, History, and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to the second- or third-year level of a foreign language they are planning to continue at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, that cover the work of the Academy's lower years. Candidates who have taken College Boards should request the Board in writing *after* the test date to send the results to the Phillips Academy Admissions Office. A check or money order for $1.00 must accompany the request.

Postgraduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They must take the College Board Scholastic Aptitude Test, normally the current December or January series, or the Preliminary Scholastic Aptitude Test, and request the College Board in writing *after* the test date to send Phillips Academy the results of all Board tests taken. A check or money order for $1.00 must accompany the request.

COURSE OF STUDY

The curriculum of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

Two additional descriptions of the Andover curriculum, namely, "Planning a Program of Studies at Andover" and "The Andover Honors Program," are available upon request.

See pages 77-109 for descriptions of all courses.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office welcomes inquiries concerning specific requirements for such boys.

4 units of English
3 units of mathematics
3 units of one foreign language, either ancient or modern
1 unit of history, normally American
1 unit of laboratory science
*½ unit of ancient history in the Junior year
*½ unit of elementary science in the Junior year
3 units of elective courses
Bible in the Lower Middle year
Art or Music in the Upper Middle year
An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)

In 1968-69 there will be three Junior Programs:

I.	*Periods a week*
English 1	5
Mathematics 1	5
Foreign Language 1	5
History 1	3
Elementary Science	3
	21

II.	
English 1	5
Mathematics 1	5
Foreign Language 1	5
Foreign Language 2	5
	20

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* Qualified boys may take a second foreign language or another Junior Program in lace of these two minor courses.

III.

Perception and Expression A pilot course, limited to thirty students, combines the study of English with exploration of other media such as the visual, the aural, and the kinesthetic. (See page 108.)	10 (4 unprepared)
Mathematics 1	5
Foreign Language 1	5
History or Elementary Science	3
Total	23

Lower Middle Year (10th grade)

English 2	4
Mathematics 2	4
Foreign Language 2	5
*Elective (major)	4 or 5
Bible 1	2
Total	19–20

Upper Middle Year (11th grade)

	Periods a week
English 3	4
Mathematics 3	5
Foreign Language 3	4
*Elective (major)	4 or 5
Art or Music	2
Total	19–20

Senior Year (12th grade)

English 4	4
History 4	5
*Elective Major	4 or 5
*Elective major or its equivalent in minors or supervised independent work	4
Total	17 or 18

Elective Majors

English 4S American Literature
English 4S Satire and Comedy
English 4S Novel and Drama
English 4S Comparative Humanities

* One elective major in one of the three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

English 4S Literature and Composition
English and Art 4S Contemporary Communication
Greek 1, 2, 3, 4
Latin 1, 2, 3, 4, 5
French 1, 2, 3, 4, 5, 6
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4, 5
Russian 1, 2, 3, 4
Chinese 1, 2
Italian 2
Biology
Basic Concepts of Science
†Chemistry
†Physics
†Science Honors
†Mathematics 40, 41, 42, 43, 45, 5, 6
†Art Major
†Music Major
†Religion
‡History 2
†History 3
†History 6-7

No credit is given for less than a two-year sequence in any foreign language.

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified Juniors in Latin and to Seniors in German, French, Greek, Russian, Spanish, and Italian.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in Latin and the modern foreign languages, designed to cover four years' work in three or five years' work in four; and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

Independent Projects for Seniors

With the approval of a faculty committee, a Senior may undertake a special project of independent work under the supervision of a member of the faculty in one of three ways: (1) for the Winter or Spring Term, in place of required athletics, (2) for the

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* One elective major in three upper years must be a laboratory science. If a second oreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

† Normally for Upper Middlers and Seniors only.

‡ Not permitted after the Lower Middle year.

Spring Term, in place of the Senior elective minor, or (3) for the whole year, in place of a Senior elective minor or a major course.

Elective Minors (Mainly for Seniors)

Creative Writing
Modern Literature
Public Speaking
Studio Art
Advanced Studio
Chorus
Concert Band
Instrumental Lessons
Harmony
Introduction to Music
Orchestra
Politics of International Relations
Introduction to East Asia
Introduction to South Asia
Ethics
Philosophy
Mathematics G
Mathematics L
Mathematics M
Mathematics P
Mathematics S
Mechanical Drawing
Navigation
Biology S
Chemistry S
Physics S
Anthropology
Geology
Latin S
Latin H
Greek T
German S
Spanish M

DESCRIPTION OF COURSES

ART

The courses in Art are organized to develop the visual perceptions of all students. The basic course, Studio Art, is normally taken by a boy in his Upper Middle year. He has the opportunity in his Senior year to pursue his interests in an elective course. Occasional reading assignments, illustrated lectures, and original works of art displayed in the Addison Gallery complement the experience of class and studio.

Studio Art. Two hours. In its emphasis on observation, interpretation, and organization, the course is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours of class work count for two hours credit, with no outside preparation required. Along with drawing exercises and a brief historical survey, the student receives experience in photography and three-dimensional construction. Previous experience in art is not required.

Art Major. Four hours. The course includes the Advanced Studio course and, in addition, two hours of seminar discussion. It allows a student to combine an interest in the practice of art with an interest in thinking and talking about culture in modern society. The year concludes with a brief experience in motion picture structure, exploring its creative and communicative possibilities.

Advanced Studio. Two hours. Meeting four hours a week in the studio, the course gives the student a chance to pursue interests he may have developed in Studio Art or elsewhere. Such interests may fall into the categories (more fully described below) of painting or drawing, sculpture, photography, architecture, furniture design, or film making. The student has the option of studying each art form for a minimum of one term, although most students prefer to stay with one discipline for the entire year. Studio Art is a prerequisite.

Painting. The student may develop expression in any medium of two dimensional design, such as oil, watercolor, collage, drawing. In addition, he is required to perform occasional exercises in an assigned medium (*e.g.*, tempera and gold-leaf). He receives constructive criticism from a practicing painter.

Graphics. As an adjunct to the Painting course, the Print Workshop encourages exploration of traditional as well as experimental technique in etching, drypoint, aquatint and woodcut.

Architecture. A design course based on the previous year's work in Studio Art, which involves the further exploration and application of concepts of human function and material structure on an architectural

scale. People, considered singly and socially, and materials, considered structurally and aesthetically, become central to the design process.

Furniture Design. A course in the design of the useful "thing," the implement of specific human purpose. Work in the shop necessitates consideration of materials, methods and machines to transform design ideas into concrete form.

Sculpture. Offers an opportunity to work in materials available to the sculptor today, such as wood, stone, metal, plastics, plaster. It is, therefore, possible for the student to develop into sculpture concepts already begun in Studio Art, as well as ideas drawn from his own experience. Individual criticism is stressed.

Advanced Photography uses techniques learned in Studio Art to continue work on individual projects, such as the photographic essay, development of one subject idea, study of lighting, presentation, or still-life material.

Filmmaking. An introduction to movie-making stressing an understanding of film structure. Work is done in editing, writing, and shooting. In addition, a survey of important films of all kinds is viewed and critically analyzed to assist the student in developing his own work.

ART 4S. CONTEMPORARY COMMUNICATION. See *Interdepartmental Courses,* pages 108-109.

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin; but boys interested in literature, archaeology, philosophy, or medicine might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

GREEK 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek reader, or from the initial chapters of Xenophon's *Anabasis.*

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek;* Xenophon's *Anabasis,* ed. Mather and Hewitt (University of Oklahoma Press).

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation. The texts are Xenophon's *Anabasis* (ed. Mather and Hewitt) and Plato's *Apology* and *Crito,* ed. Dyer and Seymour (Ginn & Co.).

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey.* After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read. The texts are Benner's *Selections from Homer's "Iliad"* (Appleton) and Hadley's *Euripides' "Alcestis"* (Cambridge University Press).

GREEK 4. Four Hours. The fall term is devoted to selections from Herodotus, Hippocrates, Thucydides, and Plato; the winter to a play of Sophocles; the spring to selections from the Greek lyric poets.

GREEK T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

GREEK COMPOSITION. See notice under *Latin Composition.*

Latin

Latin 1. Five hours. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin*, by Alston H. Chase.

Latin 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin I Entrance Examination, may be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability. Texts as for Latin 1 and 2.

Latin 2. Five hours. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, but the reading is varied by selections from other Latin prose authors and from simple poetry. There is practice in sight translation and in prose composition. The texts are *An Intermediate Latin Reader*, by William J. Buehner, and John Colby's *Review Latin Grammar.*

Latin 3. Four hours. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. Selections from Vergil and one of the Comedies are read. The text is Gillingham and Barrett's *Latin: Our Living Heritage, Book III* (Charles E. Merrill Books).

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin.

Latin 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

Latin H. Two hours. Reading and discussion of the *Odes* of Horace and poems of Catullus, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics, and to their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

LATIN S. Two hours. This course, less demanding than Latin H, is designed for boys who have completed Latin 3 and desire to keep in contact with the language through a minor course. The reading will be drawn mainly from the poetry of Ovid. The basic text is Dunmore's *Selections from Ovid* (McKay Co.).

LATIN 5. Five hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* are read and the reading of Horace's *Odes* is begun, to be carried on through the second term. In the winter, two Roman comedies are read; and, in the spring, Catullus' poems and selections from Tacitus' *Annals*.

ACCELERATED COURSES. At the end of the first term of Latin 1, students of high ability are offered the opportunity to join an accelerated section, Latin 1X. They continue in Latin 2X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2X obtain credit for only two years of Latin.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the principal literary types, and wide collateral reading. Classroom teaching is supplemented by conferences. Sections vary in size from ten to fifteen. After the Junior year, particularly able boys may enter honors sections and are encouraged to develop their special literary aptitudes.

In addition to assigned reading, students do collateral reading, guided by the English teacher. In all courses the Department encourages the writing of story, poem, and essay, and sponsors a series of prize competitions to stimulate interest in original writing.

ENGLISH 1. Five hours. Both in literature and composition, the course concentrates on narration and description. Frequently the writing assignments correspond with the literature under study, for example, the writing of fables along with the study of Aesop. Although the course does not use a grammar text, it does include discussion of grammatical problems arising from student papers as well as a study of language growth, word formation, and etymology.

ENGLISH 2. Four hours. The course concentrates on expository writing and on the acquisition of a critical and analytical vocabulary to be used in the study of the novel, short story, drama, poetry and the essay. All sections study generative and transformational grammar.

Representative texts: *Composition of the Essay*, by Hyde & Brown, *Great Short Stories*, ed. Schramm, *Henry IV (Part I)*, *Richard II*, *The Face of a Hero.*

ENGLISH 3. Four hours. English 3 divides into two courses, English 3R and English 3L. English 3R is the normal course, a study of relatively modern works in the usual genres of drama, novel, poetry, and essay. All sections read *The Odyssey*, *Macbeth*, and a novel by Melville, Hawthorne or Hardy. Every section studies other works chosen by the teacher to enlarge experience in reading and writing. English 3L undertakes a more formal study of literature in an historical context. Texts and authors studied are *The Odyssey*, *Oedipus the King*, *Macbeth*, *Hamlet*, Metaphysical Poetry, Milton, *The Rape of the Lock*, *Gulliver's Travels*, Wordsworth, Keats, a novel of Melville, Hawthorne, or Hardy, and a modern drama. These represent roughly half the study of literature in the course. The other half is of the individual teacher's choosing.

ENGLISH 4. Four hours. Those who have completed English 3R take English 4 or English 4 Honors, which have as their core the texts and authors listed under English 3L except for *The Odyssey*, *Macbeth*, and a novel by Melville, Hawthorne, or Hardy. Those who have completed English 3L may take any one of a number of specialized courses, called English 4S, which vary from year to year. Those offered in 1968-69 are described below.

ENGLISH 4S. SATIRE AND COMEDY. Four hours. A study of the satiric and comic spirits in different literary genres and periods, with analogies to the visual arts: types, theories, devices. Works from Horace and Aristophanes to E. B. White and Art Buchwald, from Hogarth to Steinberg, from the Marx Brothers to contemporary monologists. Some authors: Horace, Juvenal, Aristophanes, Cervantes, Jonson, Shakespeare, Swift, Pope, Fielding, Sterne, Austen, Twain, E. B. White. Also, relevant films and slide-tapes in the Audio-Visual Department.

ENGLISH 4S. NOVEL AND DRAMA SEMINAR. Four hours. Most of the readings of this course are major works of modern literature, principally the works of Lawrence, Faulkner, Camus, Updike, O'Neill, Eliot, Brecht, and Albee. The student has the opportunity to study the "world" of each writer and to compare it with that of the others. In order that he may have a basis for comparison with the writing of the past, he also studies Dostoyevsky's *The Brothers Karamazov* and Shakespeare's *King Lear.*

ENGLISH 4S. COMPARATIVE HUMANITIES. Four hours. The course explores some of the basic principles of artistic expression in literature,

Bulfinch Hall, the English Department Building (1818)

music, photography, cartoons, and painting. Some of the areas of comparison and contrast are metaphor, artistic purpose, objectivity, quality of humor, and theme-and-variations. Plays are studied in relation to their film versions and stage performances. Poetry is read in relation to painting and music.

English 4S. Composition. Two hours. A course in which the students write at least once a week and submit at least one finished work at the end of each term. Class hours are spent chiefly in the analysis and discussion of work submitted by members of the class.

English 4S. Literature. Two hours. A course in which students read the works of a number of modern authors, American and foreign. Each student pursues a program of reading designed specially for him in conferences with the instructor. Classes are devoted in part to conferences and in part to reports on reading, either prepared or spontaneous.

Note: English 4S Composition and English 4S Literature may be taken together to constitute a major course of four hours.

English 4S. Contemporary Communication. See *Interdepartmental Courses*, pages 108-109.

HISTORY

The courses in history have two purposes. They are arranged to provide information in company with other subjects; they are developed consecutively to give increasing experience in precision of thinking and to train students in the logical expression of what they know. The system of courses is scaled during the first year to the potentialities of the younger students, stressing the topical approach; it becomes increasingly mature and analytical during the succeeding years.

History 1. Ideas in Motion. Three hours. The course is designed to provide Juniors with a series of stimulating examples of man's development and culture. The focal point is man's experiences and ability to adapt circumstances to his needs, to work with others for common purposes. With this objective, the course shows man in several environments: Man and the Land—Geography; Man's Entrance into History—the River Civilizations; Man Makes a Living—Economics; Man Organizes with Others—Government; Man Tries to Understand the Unknown—Religion; Man Resorts to Force—War; Man Utilizes Nature—Science.

The contribution of ancient civilizations is usually the starting point of each topic, which is carried through to modern times. By this technique the boy is able to relate his work to some degree to his own experiences. Lectures on aspects of specific topics are occasionally given to prepare the boy for later work in this method.

Each topic is approached through textual and supplementary readings, class discussions, and training in essay writing. Illustrative material—films, slides, displays—is used wherever possible. Students are encouraged to pursue their own special historical interests through reports, papers, and projects.

Text: Wallbank and Taylor, *Civilization Past and Present* (Scott Foresman). Supplementary books: Smythe and Brown, *Elements of Geography* (Macmillan); the editors of *Life, The Epic of Man* (Time); Davis, *A Day in Old Athens* (Allyn & Bacon); Burlingame, *Machines that Built America* (Signet Key); Bradley, *A Guide to the World's Religions* (Prentice-Hall); Pratt, *Battles that Changed History* (Doubleday Anchor).

History 2. Great Men and Their Ages in Western History. Four hours. For Lower Middlers. The course is a study of outstanding people of the significant ages in the history of Europe and America.

The course surveys the general characteristics of a given historical period, examines selected areas for particular aspects, and focuses on the significant contributions of outstanding people. First, the course views the Renaissance-Reformation from 1450 to 1550 centered on the Italian and German states while emphasizing Michelangelo, Luther, and Machiavelli. Next, the Age of Reason during the 17th Century is surveyed through a study of French political, economic and cultural patterns as these were influenced by Richelieu and Louis XIV. A third age for study is the 18th Century Enlightenment in England. These three ages are tied together through a study of the exploration and colonization of America beginning with the Columbus discoveries and ending with the American, Benjamin Franklin.

The student learns the disciplines of outlining, notetaking, use of history documents, map reading, defining, identifying, analyzing and organizing evidence to prove generalizations. He is introduced to historical relationships such as time-place, means-ends, cause-effect and coincidental. In his expression he is instructed how to distinguish between relevant and irrelevant data, to use sufficient and accurate evidence for proof and to make effective, concise generalizations.

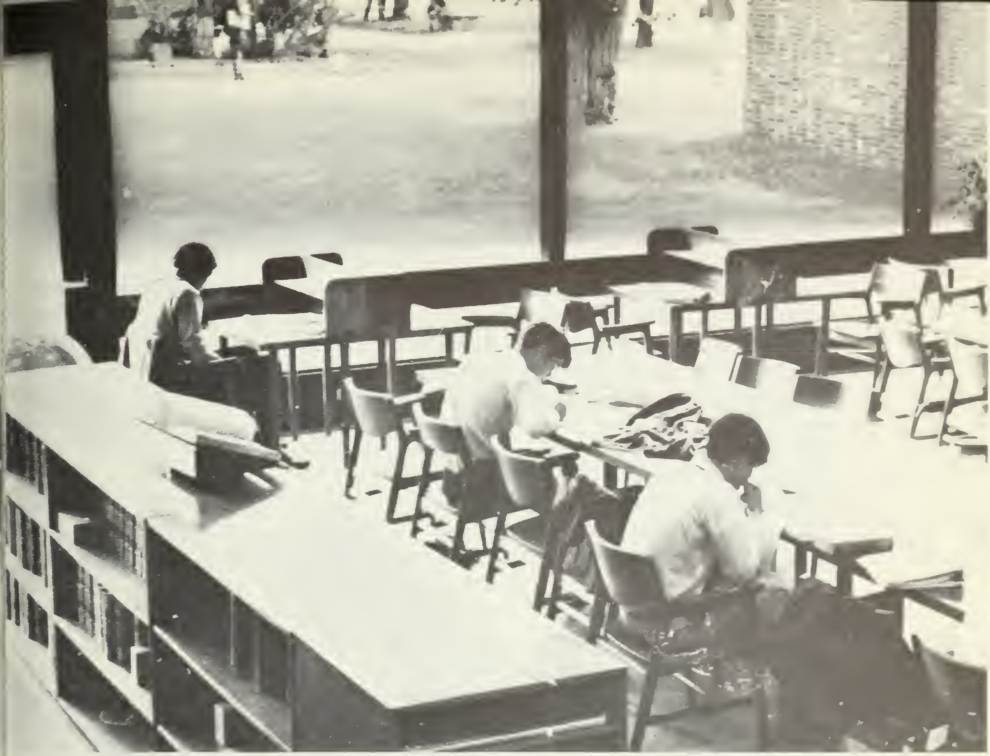
The course uses films, slide-tapes and maps. Lectures are presented by specialists.

Texts: Brinton, Christopher and Wolff, *A History of Civilization* (Prentice-Hall); *Age of Exploration, Renaissance, Reformation, Enlightenment* (Time-Life Books). Supplementary books: S. Morison, *Christopher Columbus, Mariner* (Mentor Books); R. Coughlan and Editors of Time-Life Books, *The World of Michelangelo* (Time Inc.); Machiavelli, *The Prince* (Mentor Books); C. V. Wedgwood, *Richelieu and The French Monarchy* (Collier Books); L. Kronenberger, *Kings and Desperate Men* (Vintage); V. W. Crane, *Benjamin Franklin and a Rising People* (Little, Brown).

HISTORY 3E. MODERN EUROPE. Four hours. For Upper Middlers. The course is a background survey from the 15th century to the end of the 18th century, and an intensive study of events and periods from the French Revolution to the present day. The course is chronological and deals with significant issues. The Development of Absolutism; Constitutionalism; Problems of the Balance of Power; the French Revolution and the Napoleonic Empire; Rise of the Middle Class; the Challenge of Socialism; Imperialism of the 19th Century; the Germany of Bismarck; the Diplomacy of World War I and the Peace Settlement; the Russian Revolution and the Soviet Union; the Dictatorship and Politics of Fascist Italy and Nazi Germany; World War II and the Search for Security; the Cold War; Issues of Foreign Policy of the United States and the Soviet Union.

The course prepares for the Advanced Placement examination in European History.

Texts: Palmer & Colton, *A History of the Modern World* (Knopf); Goldwin Smith, *A History of England* (Scribner); Hall & Davis, *The Course of Europe Since Waterloo* (Appleton-Century); Black & Helmreich, *Twentieth Century Europe* (Knopf); David Thomson, *Europe Since Napoleon* (Knopf); H. S. Hughes, *Contemporary Europe: A History* (Prentice-Hall). Supplementary readings: L. B. Packard, *The Age of Louis XIV* (Holt); J. H. Plumb, *England in The Eighteenth Century* (Pelican); G. LeFebvre, *The Coming of The French Revolution* (Vintage); R. L. Heilbroner, *The Worldly Philosophers* (Simon and Schuster); H. Holborn, *The Political Collapse of Europe;* E. H. Harbison, *The Age*



of Reformation (Cornell); Voltaire, *Candide* (Bantam); R. L. Heilbroner, *The Future as History* (Prentice-Hall). Readings and documents in European History are edited and supplied to the students by members of the department.

HISTORY 3 U.S. THE UNITED STATES. Four hours. For Upper Middlers. The course is the first of a two-year sequence designed for boys who wish to take major courses in history in their Upper Middle and Senior years. After completion of History 3 U.S., students have a choice, as Seniors, among several major electives, such as European, Asian, and Ancient History.

The course is based on a series of paperbacks that provide material for a broad survey of United States History from 1763 to the present. Representative titles are Edmund Morgan's *Birth of the Republic*, Charles M. Wiltse's *The New Nation*, Roy F. Nichols's *The Stakes of Power*, William E. Leuchtenburg's *The Perils of Prosperity*, Denis W. Brogan's *The New Deal*, and Eric Goldman's *The Crucial Decade*. Students also read one biography a term. At certain points throughout the year, the study of a particular aspect of American History is conducted in depth. Class discussion of the reading is supplemented by occasional lectures and panel discussions.

HISTORY 4. THE UNITED STATES. Five hours. For Seniors. The course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed. Students with a satisfactory average may with permission elect to write a paper in lieu of the final examination.

Texts and reference works:

General: Morison and Commager, *The Growth of the American Republic;* Randall, *The Civil War and Reconstruction;* Hacker and Kendrick, *The United States Since 1865;* Mitchell and Mitchell, *American Economic History;* Malone and Rauch, *Empire for Liberty;* Blum, *The National Experience.*

Source Books: Commager, *Documents of American History;* Bartlett, *The Record of American Diplomacy.*

Special Histories cited frequently: Bailey, *A Diplomatic History of the American People;* Bemis, *A Diplomatic History of the United States;* Kelly and Harbison, *The American Constitution;* Swisher, *American Constitutional Development;* Pratt, *History of United States Foreign Policy;* Nettels, *The Roots of American Civilization;* Agar, *The Price of Power;* Allis, *Government Through Opposition;* Brogan, *Era of Franklin D. Roosevelt;* Faulkner, *From Versailles to the New Deal;* Frederick, *Slavery and the Breakdown of the American Consensus;* Ganley, *The Progressive Movement,* James, *The Supreme Court in American Life;* Lippmann, *U. S. Foreign Policy;* Lyons, *Idealism & Realism in Wilson's Peace Program, Presidential Power in the New Deal;* Van Deusen, *The Jacksonian Era;* Winks, *The Cold War;* Degler, *Out of Our Past.*

Special historical works cited at appropriate places in the Syllabus: The Turner and Dunning volumes of the older *American Nation Series;* Miller, *The Origins of the American Revolution;* Corwin, *John Marshall and the Constitution;* Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt;* Allen, *Lords of Creation;* Corwin, *The Constitution and What It Means Today;* Mason & Leach, *In Quest of Freedom;* R. Hofstadter, *American Political Tradition.*

HISTORY 5. POLITICS OF INTERNATIONAL RELATIONS. Two hours. An elective course for Seniors. The emphasis is upon the politics of 20th-century nations and their effects upon United States foreign policy and international relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the causal relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas; Modern Europe; the Soviet Union; China; Emerging Africa; Latin America; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings are selected from Overstreet, *What We Must Know About Communism;* Crossman, *The God That Failed;* Benton, *The Voice of Latin America;* White, *Thunder Out of China;* Fulbright, *Prospects for the West;* Fulbright, *New Myths and Old Realities;* W. Nielson, *Africa;* Harrison Salisbury, *Russia;* Tad Szulc, *Latin America;* Tannenbaum, *Ten Keys to Latin America;* Durdin, *Southeast Asia;* Galbraith, *The Affluent Society; Report of the National Advisory Committee on Civil Disorders.*

HISTORY 6. INTRODUCTION TO EAST ASIA. Two hours. Open to Upper Middlers and Seniors. It is the purpose of the course to introduce American students to Asia through study and critical examination of the histories of China and Japan. While the approach is essentially historical, considerable emphasis is placed upon East Asia's anthropology, philosophy, religion, literature and art. Topics covered include East Asia: The Setting and Geographical Beginnings, Thought and Religion, The Social Fabric, The Political Tradition, The Alien Impact, China in Revolution: First Phase, The Modernization of Japan, China in Revolution: Second Phase, New Order in Eastern Asia, China in Revolution: Third Phase.

The course consists of readings, lectures, audio-visual materials, map exercises, and work projects. Textual and supplementary readings are taken from such works as Fairbank, J. K., *The United States and China;* Reischauer, E. O., *Japan's Past and Present;* Michael and Taylor, *A History of the Far East in Modern Times;* M. C. Yang, *Chinese Village;* Tsao, *Dream of the Red Chamber;* Snow, *Red Star Over China.*

HISTORY 7. INTRODUCTION TO SOUTH ASIA. Two hours. Open to Upper Middlers and Seniors. The purpose of the course is to introduce American students to Asia, through study and critical examination of the histories of India and Pakistan. The approach is essentially historical, but considerable emphasis is placed upon the area's anthropology, philosophy, religion, literature and art. Topics covered include India and Pakistan: Setting and Early Culture, Thought and Religion Prior to the Coming of Islam, the Nature of Indian Society, Patterns of Pre-Mughal History, The Mughal Empire, The British in India, Modern India and Pakistan.

The course consists of readings, lectures, audio-visual materials, map exercises and work projects. Textual and supplementary readings are taken from such works as Spear, P., *India: A Modern History;* Brown, W. N., *The United States and India and Pakistan;* Nehru, J., *The Discovery of India;* Forster, E. M., *A Passage to India;* deBary, W. T., *et al, Sources of the Indian Tradition;* Markandaya, K., *Nectar in a Sieve.*

HISTORY 6-7. INTRODUCTION TO ASIAN CIVILIZATIONS. Four hours. History 6 and History 7 may be combined to form a major course.

MATHEMATICS

The courses in mathematics have two purposes. The first is to give the student at each level an appreciation of the mathematical structure and thus of the essential aesthetic quality of the mathematical field in which he is working. The second but equally important purpose is to assure a boy a command of the appropriate technical skills without which he cannot go on in higher courses in school or college. Each year constant and consistent problem work helps to make concrete the abstract ideas of mathematics. Each year an attempt is made to give the student an idea of the way in which mathematical ideas grow through repeated abstraction and generalization from the physical phenomena with which he is familiar. Thus the study of algebra begins with the properties of the natural numbers of arithmetic and progresses to the study of the integers, the rational numbers, the irrational numbers and an introduction to the real and complex numbers. An introduction to the concept of proof in simple algebraic and geometric situations is made early in the first two years. Later these ideas are sharpened and extended in both fields. A basic concern with relations and functions of numbers paves the way for a systematic study in the last two years of a variety of continuous and discrete functions.

Besides its regular sequence of courses the Department provides advanced courses for those boys able and willing to take them.

MATHEMATICS 1B. FIRST YEAR ALGEBRA. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Johnson, Lendsey and Slesnick's *Algebra* (Addison-Wesley).

MATHEMATICS 1A. Five hours. A course for boys who have had approximately a half year of algebra in the eighth grade. At the end of the fall term, qualified boys are invited into the newly formed sections of Mathematics 1X. Texts are the same as those in Mathematics 1.

MATHEMATICS 1X. Five hours. A course for very able students who wish to begin an accelerated program in mathematics. It is formed at the end of the fall term of boys in Mathematics 1A. If followed by Mathematics 2X, it enables a student to enter Mathematics 4 in his third year. A major portion of geometry will be covered. Texts are the same as those in Mathematics 1 and 2.

MATHEMATICS 2 SPECIAL. Five hours. A course designed for Juniors and those entering Lower Middlers who have had a full year of algebra but have not covered well enough such topics as inequalities, the postulates and elementary structure of algebra, number systems, etc., to be fully ready for Mathematics 2. After special review in such phases of algebra, the course undertakes the regular work of Mathematics 2, completing it by the end of the year. Texts used will be the same as those in Mathematics 1 and 2.

MATHEMATICS 2. GEOMETRY. Four hours. The course covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, the natural extensions to solid geometry are made. At the end of the year the student has a knowledge of methods of proof and of geometrical facts and concepts in both two and three dimensions. Text: Moise, Down's *Geometry* (Addison-Wesley).

MATHEMATICS 2XA. Five hours. The prerequisite for the course is Mathematics 1X. Work in geometry is continued and that of Mathematics 3 is undertaken. Students who finish the course satisfactorily are in general required to take one more year of mathematics (usually Mathematics 4, in rare cases Mathematics 4C) to fulfill the school's diploma requirement. Texts used are those of Mathematics 2 and 3.

MATHEMATICS 2XB. Five hours. An accelerated course enabling a boy starting in Mathematics 1 to have an opportunity to take the calculus without sacrificing the work in Probability and Linear Algebra of Mathematics 4. With Mathematics 4X it provides a sequence that by the end of the Upper Middle Year completes Mathematics 2, 3, and 4. Mathematics 2XB is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2XB and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior Year. The texts are those of Mathematics 2 and 3.

MATHEMATICS 3. Five hours. Algebraic analysis and elementary trigonometry. The course continues the work in the algebra of real numbers begun in Mathematics 1. It extends and develops the ideas of mathematical structure and methods of proof met in Mathematics 2. It emphasizes the study of the elementary functions: algebraic, exponential, logarithmic and trigonometric. It also covers the elements of numerical and analytic trigonometry. Text: *Fields and Functions* (Phillips Academy).

Mathematics 3G. Five hours. A course in geometry for entering students who have had two years of algebra. The course strengthens the student's background in algebraic analysis and in trigonometry to correspond with Mathematics 3. Text: *Modern Coordinate Geometry.*

Mathematics 40. Five hours. Analytic geometry and calculus. The course covers at least the syllabus for the AB Advanced Placement Examination of the College Entrance Examination Board. Prerequisite: Mathematics 3 at Phillips Academy or its equivalent.

Mathematics 41. Five hours. A course primarily for entering Uppers and Seniors who have not had trigonometry. The course includes trigonometry, elementary functional analysis, analytic geometry, and an introduction to polynomial calculus if time allows. It is not an Advanced Placement course. It is not open to boys who have had Math 3 at Phillips Academy. Prerequisite: Three years credit in mathematics not including trigonometry.

Mathematics 42. Five hours. Analytic geometry, vectors, matrices. Not open to boys who have had Mathematics 40, 41, or 45. Prerequisite: Mathematics 3 or its equivalent.

Mathematics 43. Five hours. Probability and its applications. The applications are drawn from the areas of linear programming, game theory, business, statistics, and so forth. The course is augmented by the use of a computer. Prerequisite: Mathematics 3 or its equivalent.

Mathematics 45. An honors course in analytic geometry and calculus. It will cover the syllabus of the BC Advanced Placement Examination of the College Entrance Examination Board. Enrollment is limited to able and committed mathematics students. The coverage is more theoretical as well as more extensive than that of Mathematics 40. Prerequisite: Mathematics 3 with a solid honor grade and permission of the student's Mathematics 3 instructor.

Mathematics 50. Four hours. A course in intermediate calculus. It aims at the BC Advanced Placement Examination, but includes additional topics at the discretion of the instructor. Prerequisite: Mathematics 40.

Mathematics 51. Four hours. A standard course in calculus, which presupposes a knowledge of analytic geometry. Prerequisite: Mathematics 41, 42 or 43.

Mathematics 55. A theoretical course that considers such topics, and their applications, as linear algebra, multivariate calculus, and probability. Prerequisite: Mathematics 45.

The department offers each year a number of minor courses. Those given in any year depend on the enrollment of sufficient students. Limited to Seniors.

MATHEMATICS C. Two hours. Computer programming and the mathematics of computer analysis. A teletype connecting to the time-sharing computer at Dartmouth College is available.

MATHEMATICS G. Two hours. Advanced topics in geometry.

MATHEMATICS L. Two hours. An introduction to modern algebra. The systematic development of certain algebraic structures, such as groups, rings, and fields.

MATHEMATICS M. Two hours. A course in matrices, vectors and linear algebra.

MATHEMATICS P. Probability and its applications to elementary statistics.

MATHEMATICS S. A course for the boy who has had Mathematics 40, who wishes to prepare for the BC Advanced Placement Examination, but who does not wish to take a major course in mathematics.

MECHANICAL DRAWING

Two hours. A technical drawing course, which includes the use of drawing instruments and the study of geometric constructions, orthographic projection, descriptive geometry, spacial relations, isometric and oblique pictorial projections, developments, assembly and detail engineering drawings. Special stress is placed on a thorough mastery of fundamental concepts and skills. Students of special ability are given an opportunity to do more advanced work in a related field of their choice. The text is French and Vierck's *Graphic Science*, supplemented by motion pictures.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for admission to college. For graduate study, and particularly for the Ph.D. degree, French and German are frequently required.

Chinese

CHINESE 1. Four hours. Open to Upper Middlers, who are expected to continue with Chinese 2 in the Senior year. The course, using essentially the Yale method of instruction, puts emphasis upon both the oral and the written language.

CHINESE 2. Four hours. Open to Seniors who have sucessfully completed Chinese 1. Chinese 2 works toward increased mastery of the written and oral language in preparation for advanced work at the college level.

French

The French Department offers a six-year course of study. The first four are devoted to teaching the students to understand and to speak the language as well as to read and write it. The methods employed parallel as closely as possible the natural order of language learning: hear it first, then say what you have heard, next read and, finally, write. Pronunciation, articulation, rhythm and fluency receive constant emphasis throughout each year. At no time does the Department teach the art of translation. French is used exclusively in the classroom, at all times and under all circumstances, and from the very first day. In the fifth year, students take a Freshman-level course, a survey of French literature and the study of key writings from French classical authors, in preparation for the Advanced Placement examination.

Students who demonstrate unusual aptitude for and interest in the language during their first term of study are invited to enter special "X" sections which move ahead more rapidly without demanding more time. Those who successfully complete this accelerated course of study receive four units of credit after three years of study. There is also a special fourth-year class for gifted students which prepares for Advanced Placement. Thus certain students are able to do college-level work after only three, and sometimes only two, years of study.

French 1. Seven hours. For the first half year, the course has no books. Then, Robin & Bergeaud, *Le Français par la méthode directe* is used. Classes, limited to 15, meet seven times a week, with two different in-

structors, and are expected to spend two hours a week working with records and tapes. The goal is to develop listening comprehension and the basic patterns of French speech. The method is the adaptation of FLES techniques to older students.

French 1-2 S. Six hours. Restricted to Seniors and new Upper Middlers who have not previously studied the language. The course covers the work of the first two years of the normal sequence.

French 1A. Five hours. For new boys whose knowledge of French is too slight to qualify for admission to French 2, yet who have had too much to start over again. The course emphasizes development of the aural-oral skills and prepares for French 2A the next year. Texts: Mauger, *Cours de langue et de civilisation françaises*, Book I, and the *Anthologie*, a collection of French stories, both past and contemporary, which has been compiled by the members of the Department.

French 2. Five hours. While continuing to develop the audio-lingual skills, the aim in the second year is to teach reading, to develop the ability to understand non-technical French prose without recourse to translation. Besides the X sections for the more able, there are regular sections for those who have begun their French at Andover, and "A" sections for those who come from other schools and for those who have completed French 1A. Texts: Couture, *Le Français Vivant*, Book II; *Anthologie;* Mauger, Book II.

French 3. Four hours. Continuing to develop the three skills of listening comprehension, speaking and reading, the third-year course also stresses writing and the beginnings of reading for critical analysis. Texts: Langellier, *Précis de grammaire;* Pagnol, *Topaze;* Aveline, *La Double-Mort de Frédéric Belot;* Gide, *La Symphonie Pastorale;* Sartre, *Les Jeux sont faits;* Molière, *L'Ecole des Femmes.*

French 4. Four hours. Primarily a course in language, French 4 introduces the student, through readings in Book IV of Mauger and complete editions of standard French authors, to contemporary French culture as well as to its literature from *La Chanson de Roland* to Sartre.

French 5. Five hours. The course prepares for Advanced Placement. There are two-hour minor courses in French for those whose study programs do not permit a major course: French 3-Minor for those with two units of credit; French 4-Minor for those with three; and French 5-Minor for those with four. There is also a seminar course, both four- and two-hours, French 6, for those who have successfully completed the Advanced Placement course (5-Major). Those who are taking it arrange a special tutorial program with a member of the Department.

Senior French Project. Seniors taking an advanced French course may do apprentice teaching during either the Winter or Spring term. They study the techniques and methods of modern language instruction; and practice, under careful supervision, in beginners' classes.

German

The German Department offers a six-year course with the purpose of developing the ability to understand spoken German, facility in speaking, reading fluency, the ability to write German correctly. The more advanced courses also give an introduction to German literature since the eighteenth century and/or a survey of German history.

From the first meeting, all classes are conducted in German. English is never used as the classroom language. Extensive use is made of the Language Laboratory.

The Department offers an accelerated course for students who show unusual ability in German 1. After completion of German 2X, these students enter German 4 and receive four units of credit after three years of study.

GERMAN 1. Five hours. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Texts: Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer* (*Grundstufe, Erster Teil; Grundstufe, Zweiter Teil*).

GERMAN 1-2. Six hours. The course is designed for qualified Seniors and Upper Middlers who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2. Five hours. The systematic study of basic patterns is continued with Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer* (*Grundstufe, Zweiter Teil*). Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read include Kessler, *Kurze Geschichten;* Schnitzler, *Der blinde Geronimo;* Durrenmatt, *Der Richter und sein Henker;* Remarque, *Drei Kameraden.*

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4, but gives only the same unit credit as German 2.

GERMAN 3A. Four hours. Throughout the year grammar and writing is reviewed in Sparks & Vail, *German in Review.* Some of the books read include Fleissner & Fleissner, *Deutsche Literaturlesebuch;* Aichinger, *Der Gefesselte und andere Kurzgeschichten;* Zuckmayer, *Das Kalte Licht.* Emphasis is placed on reading, comprehension, vocabulary building, and written work.

GERMAN 3B. Four hours. Throughout the year grammar and writing is reviewed in Sparks & Vail, *German in Review.* This course differs from German 3A in its choice of reading material, concentrating on reading of an historical nature. The backbone of the course is a series of slide-tapes with accompanying texts covering German history from circa 100 A.D. to modern times. As in German 3A, emphasis is placed on reading, comprehension, vocabulary building, and written work.

GERMAN 4. Five hours. Introduction to German Literature. Through detailed stylistic analysis of a number of outstanding works, the students gain an acquaintance with some of the major authors and most significant trends in German literature since 1750. The works read include Lessing, *Nathan de Weise;* Goethe, *Werther*, *Urfaust* and *Iphigenie;* Schiller, *Maria Stuart;* Eichendorff, *Aus dem Leben eines Taugenichts;* Heine, *Ausgewählte Gedichte;* Keller, *Kleider Machen Leute;* Rilke, *Ausgewählte Gedichte;* Mann, *Tonio Kröger;* Kafka, *Das Urteil* and *Vor dem Gesetz.* Qualified students take the Advanced Placement Examination at the end of the course.

GERMAN 4M. Two hours. For Seniors who wish to continue German as a minor subject. Contents vary according to the needs of the students.

GERMAN 5. Four hours. Contents vary according to the needs and interests of the students. Probable texts: Steinhauer, *Deutsche Kultur;* Neuse, *Deutscher Sprachgebrauch.*

GERMAN 6. Four hours. Contents vary according to the needs and interests of the students.

SENIOR PROJECT. Under the guidance of a member of the German department, a Senior has the opportunity to do special work in German. It might include supervised teaching of an elementary class or work of his own choice in a special field.

Russian

The courses in Russian develop skill in speaking, aural comprehension, reading, and writing. The structure of the language is explained systematically.

RUSSIAN 1. Five hours. An elementary course in speaking, reading, and writing Russian. Texts: von Gronicka, *Essentials of Russian*, Fourth edition (Prentice-Hall); Dawson, *et al*, *Modern Russian I* (Harcourt); *Graded Russian Readers* (Heath). Coordinated drill with tapes in the language laboratory. Open to Juniors, Lower Middlers, and Upper Middlers.

RUSSIAN 1-2. Six hours. An accelerated elementary course, presenting the principal features of Russian in one year, with intensive practice in speaking, reading, and writing. Texts: von Gronicka, *Essentials of Russian*, Fourth edition (Prentice-Hall); *Graded Russian Readers* (Heath). Coordinated drill in the language laboratory. Open to Seniors and, with the approval of Class Officers, to Upper Middlers with a satisfactory record in another foreign language.

Russian 2. Five hours. Completion of the elementary course, with continued emphasis on active use. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); Dawson, *et al, Modern Russian II* (Harcourt); Katzner, *A Russian Review Text* (Random House); *Graded Russian Readers* (Heath).

Russian 3. Four hours. Reading, conversation, and writing, based on a variety of authors. The texts include: *ALM Russian, Level Three* (Harcourt); *Ballad of a Soldier* (Harcourt); Katzner, *A Russian Review Text* (Random House); and selected literary editions.

Russian 4. Four hours. Advanced reading, conversation, and composition. The texts include *ALM Russian, Level Four* (Harcourt).

Russian 4M. Two hours. For Seniors who have completed Russian 3. Contents vary according to the needs of the students.

Spanish

The Department of Spanish offers a regular sequence, normally of four years, but able students, by accelerating, may take five courses. The aim is to teach students to understand the language and to speak it fluently. Spanish is used constantly in the classroom. The students are also taught to read and write the language with ease, and are given a comprehensive introduction to the literature of Spain and South America.

Spanish 1. Five hours. In keeping with the principles of the audio-lingual approach, the course stresses understanding and speaking the Spanish language, with a minimum of English used in the classroom. The basic texts are: *Entender y Hablar,* by LaGrone, McHenry and O'Connor, (Holt, Rinehart and Winston), and *Primeras Lecturas*: *Una Historia Incompleta,* by Gómez del Prado and J. A. Calvo, (The Odyssey Press). They are supplemented by language laboratory practice and other audio-visual materials. Reading and writing are introduced after the student has acquired considerable oral fluency.

Spanish 1-2. Six hours. Designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. Texts: *Entender y Hablar,* by LaGrone, McHenry and O'Connor, (Holt, Rinehart and Winston); *Basic Conversational Spanish,* by LaGrone, (Holt, Rinehart and Winston); *Gramática Española de Repaso,* by Ugarte, (Odyssey); *Cuentos americanos,* ed. D. D. Walsh, (Norton); and *El Gesticulador,* by Usigli, (Appleton-Century-Crofts).

Spanish 2. Five hours. The course emphasizes speaking, reading, simple theme writing, and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed. The texts are: *Gramática Española de Repaso,* by Ugarte, (Odyssey); *Cuentos americanos,* ed. D. D. Walsh, (Norton); and *Lluvia roja,* by Goytortúa, (Appleton-Century-Crofts). Ample language laboratory practice and audio-visual materials reinforce classroom procedures.

Spanish 2X. Five hours. Open to students who have completed Spanish 1 with honors. It covers the equivalent of the material of Spanish 2 and 3. Successful completion enables a student to enter Spanish 4, but gives only the same unit credit as Spanish 2. Texts, supplemented by additional reading, include: *Gramática Española de Repaso*, by Ugarte, (Odyssey); *Lluvia roja*, by Goytortúa, (Appleton-Century-Crofts); *El Gesticulador*, by Usigli, (Appleton-Century-Crofts); and *El sombrero de tres picos*, by Alarcón, (Macmillan).

Spanish 3. Four hours. An advanced course, which continues to develop oral and aural skills as well as facility in written composition. Texts (supplemented by additional reading): *Lluvia roja*, by Goytortúa, (Appleton-Century-Crofts); *El sombrero de tres picos*, by Alarcón, (Macmillan); and *El Gesticulador*, by Usigli, (Appleton-Century-Crofts).

Spanish 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries of the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a good conversational ability. Constant use of the Spanish language is required in the classroom discussions and written assignments. Frequent reference is made to all available tapes of illustrative material or *realia*. The basic texts are: *Poesía Española*, by Marín, (Las Américas Publishing Company); *Doña Perfecta*, by Galdós, (The Laurel Language Library); *La Barraca*, by Blasco Ibáñez, (Macmillan); and *Los de abajo*, by Azuela, (Fondo de Cultura Económica). Novels, plays and essays found in such collections as *Biblioteca Clásica Ebro* and *Clásicas Castellanas* are also read.

Spanish 5. Five hours. A course for students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon various periods and genres of Spanish and Spanish American literature, such as *Las novelas ejemplares* by Cervantes, the Novel, and Contemporary Drama. Outside reading and written and oral reports are required each term. Texts include: *Poesía Española*, by Marín, (Las Américas Publishing Company); *Obras escogidas*, by F. García Lorca, (Dell); *Sonatas*, by Valle Inclán, (Austral); and *La familia de Pascual Duarte*, by Cela, edited by Boudreau and Kronit, (Appleton-Century-Crofts).

Spanish 4M. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college. The course is conducted entirely in Spanish. The basic texts are: *La familia de Pascual Duarte*, by Cela, edited by Boudreau and Kronit, (Appleton-Century-Crofts), and *Obras escogidas*, by F. García Lorca, (Dell).

Spanish 5M. Two hours. A minor course open to students who have had four years of Spanish or its equivalent. The course concentrates on

Spanish American literature. The texts are: *Los de abajo*, by Azuela, (Fondo de Cultura Economica); *Doña Bárbara*, by Rómulo Gallegos, (Appleton-Century-Crofts); and *Don Segundo Sombra*, by Güiraldes, (Losada). Outside reading and written and oral reports are required each term.

Spanish 6. Four hours. The course concentrates upon specific periods of Spanish literature, such as the Golden Age Drama, Romanticism, and the Modern Novel. Plays and novels by such writers as Lope de Vega, Tirso de Molina, Calderón, José Zorrilla, Laforet, and Sender are read and discussed. Outside reading and written and oral reports are required each term.

MUSIC

The aims of the Music Department are to provide every student with a valuable experience in music and to give him an understanding of the art. Its aims are achieved by the study of theory and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one operetta or musical comedy presented each year.

Beginning Instruments (Not for credit). Students who wish to learn to play a band or orchestral instrument may take private lessons without academic credit. They cost the same as the lessons given for credit. A student may borrow a school instrument at no cost to the student, if one is available; or he may rent one, for a nominal fee, from a recommended music company.

Chorus, Concert Band, Orchestra. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each course meets four periods a week: two afternoons at 4:15 and two evenings between 6:45 and 7:35. Seniors may take any one of these courses as an elective minor. Volunteers from all classes who are not enrolled for credit may join in as an extra-curricular activity.

Introduction to Music. Two hours. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic, classical, and modern schools, including jazz. The subject matter is illustrated with recordings and live demonstrations. Open to Upper Middlers and Seniors only.

Harmony. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course. Open to Seniors only.

Private Instrumental and Vocal Lessons. Two hours. Weekly instruction in keyboard, orchestral, and band instruments, or in voice, may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practicing. For piano and organ students there is a separate charge of $140 a year for weekly half-hour lessons, and $225 for weekly hour lessons, plus a nominal fee for the use of practice pianos and organs. The charge for voice lessons is $105 a year for weekly half-hour lessons. Lessons are offered on all band and orchestral instruments at $105 a year. Active members of the Band and Orchestra receive instruction at a reduced rate. It is sometimes possible to make arrangements for students to study with members of the Boston Symphony Orchestra. Such lessons are at a higher fee and require that the student pay transportation costs to Boston.

Music Major. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined.

The Cochran Chapel

NAVIGATION

Two hours. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. Considerable plotting and tabular work is done in determining a ship's position both within sight of land and on the open sea. During the latter part of the year the opportunity to cruise may be offered to members of the class. The textbook used is Dutton's *Navigation and Nautical Astronomy*, supplemented by Navy and Coast Guard films.

PHILOSOPHY

Two hours. The course offers a study of the central problems of metaphysics. The interdependence of metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics*. During the latter part of the spring term it is customary to study all, or part, of a book by a recent or contemporary philosopher: for example, Whitehead, Langer, Sartre. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course, throughout which the fundamentals of logic are strongly emphasized.

PHYSICS (See *Science*)

POLITICS OF INTERNATIONAL RELATIONS (See *History*)

PUBLIC SPEAKING

Two hours. An elective course for Seniors and (occasionally) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. Two texts are used for reference: Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London) and Sarret and Foster's *Basic Principles of Speech* (Houghton Mifflin).

RELIGION

The courses in Bible, ethics and religion are intended to help students gain some knowledge and understanding of the Judaeo-Christian heritage, and to develop the capacity to relate religious experience and insight to the problems of everyday living. Every man should know how to read the Bible and be familiar with its history and contents. Acquaintance with the basic concepts of other religions adds perspective to the understanding of one's own and makes one aware of the importance of beliefs, attitudes, and values.

Bible. Two hours. Required of all members of the Lower Middle class. The course traces the history and experience of the people of the Bible and deals with the basic religious ideas of our tradition. It acquaints students with many of the finest passages of the Old and New Testaments, with outstanding personaltities of the Bible, and with many of the individual books.

Ethics. Two hours. An elective course for Seniors and Upper Middlers. The course introduces the students to something of the variety of ethical theories, examining various criteria men may employ in making decisions. The course examines various ethical problems, both personal and social, through reading and class discussion.

Senior Religion. Four hours. An elective course for Seniors. It includes the study of some of the living religions of the world and the study and discussion of certain basic human problems and of various attitudes toward the meaning of life as they are reflected in a number of contemporary novels and plays. Throughout the course and particularly at the end of the year the universal aspects of the human experience and various particular expressions or explanations of it are related to the Christian proclamation both traditional and contemporary.

SCIENCE

Beginning with Elementary Science, a student may pursue a four-year sequence of courses in science, designed to provide an understanding of science and of scientific methods and thinking as part of a general education. The sequence also provides a sound foundation for later work in college. Courses designated by the letter X are more difficult than the regular ones, and admission is granted only to selected students. These courses meet for one additional class each week and use texts of the college freshman level. They thereby prepare in one year for the advanced placement examinations, and consequently for advanced standing in college. Science Honors provides a two-year integrated course for those capable of advanced work in both physics and chemistry. Able students who have taken the regular courses before their Senior year may also prepare for the advanced placement examinations by taking the minor courses indicated as S courses. In addition, the S courses provide uninterrupted progress for the student who plans further study in a particular field.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. Hence no second-year-level courses are offered. For the student with special interests in any one area, individual projects are encouraged to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

The Evans Science Building

Elementary Science. Three Hours. The course is designed to form an approach to the laboratory sciences of the later years. It is primarily a course in elementary physical science that incorporates considerable laboratory work.

Introductory Anthropology. Two hours. An elective offered by the R. S. Peabody Foundation. Lectures and class discussions are accompanied by visual aids to analyze major anthropological problems. The first third of the course stresses the biological evolution of man, and description of modern races and racial problems. The second part reviews the causes and character of the development of man's culture from its earliest beginnings to the threshold of civilization. The final part emphasizes social institutions among primitive peoples and problems of social change.

Geology. Two hours. A minor course open to students who have taken or are taking a major course in biology, chemistry, or physics and whose mathematical training includes logarithms and graphing equations. The course studies natural processes in and on the earth to enable the student to interpret intelligently his natural surroundings. The course includes laboratory and field work.

Basic Concepts of Science. See *Interdepartmental Courses,* pages 108-109.

Biology

Biology. Four hours. The course stresses the unity of life—rather than the diversity—by emphasizing the functions common to all living things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism including nutrition, gas exchange, transport, excretion and homeostasis; responsiveness and coordination; reproduction, genetics and development; the principles and history of evolution; and the principles of ecology.

The class meets four times a week, three times for discussion and once for a laboratory period. The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

Biology S. Two hours. Open to Seniors who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination of the College Entrance Examination Board.

Chemistry

Chemistry. Four hours. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Emphasis is placed on the reasoning involved in logical use of modern theory and general concepts rather than upon memorization of facts. The class meets four times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work.

Chemistry X. Five hours. The course is open to a limited number of able students who have strong scholastic records in mathematics and physics. It is essentially the equivalent of a first-year college course, and prepares students for the Advanced Placement Examination. Text: *Basic Principles of Chemistry,* by H. B. Gray and G. P. Haight, Jr.

Chemistry S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed a regular course with good grades. The abler students are prepared to take the Advanced Placement Examination. Text: *Chemistry, Principles and Properties,* by M. J. Sienko and R. A. Plane.

Physics

Physics. Five hours. The course completes the requirements for entrance to college and prepares the student for further work in this or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. The laboratory experiments are chosen not merely to afford training in manipulative techniques and to illustrate portions of the text material, but also to exemplify proper scientific practice. The use of the slide rule is taught and required.

Physics X. Five hours. An honors course open, upon invitation of the department, to a small group of students who are concurrently taking Mathematics 5 or Mathematics 4C and who have not previously studied elementary physics. A previous course in chemistry, though not required, is advisable. Lectures, recitations, and laboratory work will be planned to prepare students to pass the Advanced Placement Examination in Physics of the College Entrance Examination Board.

Physics S. Two hours. Open to Seniors who have completed a year of physics, and who have taken, or will take concurrently, a course in calculus. The course reviews the essential material of elementary physics, but at the greater depth and with the sophistication made possible by the calculus. The course includes a number of advanced laboratory experiments. Students undertake individual study or laboratory projects in the spring. Physics S will prepare the better students for the Advanced Placement Examination in Physics.

Honors Sequence

Science Honors 1 and 2. Five hours each year. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete a year of analytic geometry and the calculus before graduation and who show promise of unusual capacity in science and mathematics. The subject matter includes chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 1 fills the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 2.

INTERDEPARTMENTAL COURSES

Interdepartmental courses attempt to integrate the subject matter and concepts of more than one field of inquiry and often concern themselves with materials and questions beyond the scope of any one of the conventional secondary school subjects.

Contemporary Communication (Art 4S and English 4S). Eight hours. A combined English major and art major designed to explore the relationships of visual and verbal media as a means of communication. Reading in recent language, communications, and information theory is combined with writing within a wide range of stories, poems, plays, and essays as well as advanced studio work in painting, sculpture, photography, or architecture. Individual and group projects.

Eligible for the course are (1) those who have had Studio Art and have completed English 3L; (2) those who elect an Art major and obtain permission of the Chairman of the English Department to substitute Contemporary Communication for English 4.

Basic Concepts of Science. Five hours. The course presents an integrated coverage of the basic concepts of physics, chemistry, and biology that are an essential part of the layman's understanding of science today. Basic Concepts of Science is designed for the student who plans to take only one laboratory science while at Phillips Academy. Open to Seniors and Upper Middlers who have not already completed a laboratory science course.

Perception and Expression. Ten hours. Four unprepared. The course is designed for a pilot group of about 30 Juniors. The equivalent of one and one-half major courses in terms of credit and in terms of the demands made on the student, the course combines the work in literature and composition usually done in English I with an exploration of other media.

The course exposes the students to various media and involves them in producing or performing in several. After an initial multi-media exercise, a demonstration using tape, slides, film, and live actors, the students turn to an examination of the visual media, working with two-dimensional design techniques and photography; the aural, working with the tape recorder as a means to collect and structure sound; the kinesthetic, in such areas as sports, drama, and dance; and the verbal, studying sounds, words, and the generation of sentences. The course examines metaphor and symbol and the principles of selecting, ordering, and abstraction common to all media: duality, rhythm, balance, and harmony. It emphasizes the processes of intuition, discovery, and invention, placing great weight on involvement and performance; many of the exercises take place in the studios.

MAN AND SOCIETY. Four hours. A multi-disciplinary course for twenty-four Upper Middlers that focuses on two twentieth century subjects, revolutionary Mexico and urban America. The objectives of the course are threefold: the acquisition of knowledge, the development of skills, and the stimulation of concern for values and behavior. Taught by a team of instructors, the course consists of an academic year's classroom study and an eight-week's summer experience off campus. Students have a choice between a work-study experience in an American city and a rural development project in Mexico, for which proficiency in Spanish is a requirement.

The concentration on Mexico and the American city provides an opportunity for a comparative study through the social sciences and literature, and for an investigation of change and the dynamics of historical development. The course studies concepts that attempt to resolve such questions as: *Is the assimilation of minority racial, ethnic, and religious groups into the majority cultural group a desirable social goal or not? What are the problems that confront policy makers who want to eliminate poverty? What forms may social conflict assume and how may social conflicts be resolved? Does modern technological innovation promise to liberate or to imprison the individual? Is there a power structure that dominates the decision-making process in modern society?*

Each unit of the course is introduced by the use of materials designed to stimulate questions. Student response determines to a large extent the way each concept is studied, and the focus of the off-campus experience.

PRIZES

Listed below are prizes open for competition in each academic year. Unless otherwise stated, awards may be made in cash, or in the value of the amounts listed.

ENGLISH

Draper Prizes. For declamation. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1867. Funded 1878 by Warren F. Draper, Class of 1843. Awarded 1968 to (1) Harold Louis DeFelice, Jr., (2) Peter Seelye Evans, (3) Charles Faulkner Bennett.

Means Prizes. For declamation of original essays. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1868. Funded 1879 by William G. Means, of Andover. Awarded 1968 to (1) D'Arcy Paul Warren, (2) Jeffrey Bayard Hansen, (3) Ernest Marvin Allen, III.

Robinson Prizes. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. $75 to the winning team. First awarded 1896. Funded 1910 by Henry S. Robinson of Andover. Awarded 1968 to James Kenneth Galbraith, Coit Redfearn Liles and Jonathan Harrison Holman.

Schweppe Prizes. For an examination on a literary subject. Open to Senior and Upper Middle Class. $30 and $20. First awarded 1912. Sustained since 1941 by John S. Schweppe in memory of his father, Charles M. Schweppe, Class of 1898. Awarded 1968 to (1) Philip Francis Gura. No second award this year.

Goodhue Prizes For an examination in English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. $70 and $50. First awarded 1961. Funded 1936 by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1968 to (1) Coit Redfearn Liles, (2) Jeffrey Bayard Hansen; Honorable Mention, Nathaniel Hayford Winship.

Clough Prize. For an essay by a Senior on an assigned literary subject. $40. First awarded 1923. Funded 1923 by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1968 to Edward King Chapin.

Leonard Prizes. For declamation of original essays. Open only to Juniors and Lower Middlers. Three prizes of books. First awarded 1942. Funded 1957 by *The Phillipian* in memory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1968 to (1) Stephen Michael Vine, (2) Timuel Kerrigan Black, (3) Stephen Whitney Lindsay.

Carr Prizes. For skill in oral English. Open only to Juniors and Lower Middlers. $16, $12, $8, and $4. First awarded 1943. Sustained by Donald Eaton Carr, Class of 1922. Awarded 1968 to (1) James Thomas Sullivan, (2) Darryl Artis Robinson, (3) David Jonathan Cohen, (4) Cedric Allen Langford.

Burns Prizes. For an original poem. Awarded to one student in each of the Senior and Upper Middle Classes, and to one student of either the Lower Middle or Junior Class, $20 each. First awarded 1945. Funded 1944 by Mrs. John P. O'Rourke in memory of her son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1968 to *Senior,* John Morton Watkins; *Upper,* Albert Lee Jones; *Lower,* David Jonathan Cohen.

Sumner R. Kates Prize. For an essay in American literature. $125 in cash. First awarded 1950. Funded 1949 by Sumner R. Kates, Class of 1938. Awarded 1968 to Charles Howard Critchlow.

John Horne Burns Prize. For an original short story. Open to all students. $35 in cash. Funded in 1961 by Mr. and Mrs. Joseph Lawrence Burns in memory of their son, John Horne Burns, Class of 1933. Awarded 1968 to *Senior*, Andre Mark Spears; Honorable Mention, *Senior*, Philip Francis Gura.

CLASSICAL LANGUAGES

Cook Prizes. In Greek. For an examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. $30, $15, and $10. First awarded 1879. Funded 1878 by Joseph Cook, LL.D., Class of 1857. Awarded 1968 to (1) Richard Woodson Rutherford, (2) Robert Granger Benson, III, (3) No award this year.

Dove Prizes. In Latin. For an examination in the translation and interpretation of Virgil. Open to Seniors or members of Latin 4. $30, $20, and $10. First awarded 1880. Sustained since 1915 from the George W. W. Dove Fund. Awarded 1968 to (1) James Robert Volker, (2) Howard Judson Whitehead, (3) Robert Dick Kefferstan, II.

Valpey Prizes. For Latin composition and Greek composition. Open to the Upper Middle Class. $20 each. First awarded 1896. Funded 1891 from a bequest of Rev. Thomas G. Valpey, Class of 1854. Awarded 1968 to Robert Austen Furse, Latin. No award this year in Greek.

Johnson Prize. For Greek composition. $10. First awarded 1924. Funded 1932 by Alfred Johnson, Class of 1890, in memory of the Rev. Alfred Johnson, a graduate of Dartmouth College. Awarded 1968 to David Henry Dieterich.

Weir Prize. In Greek. For an examination in the translation of New Testament Greek. $70. First awarded 1928. Funded 1927 from a bequest of The Rev. William N. Weir, Class of 1895. Awarded 1968 to James Slocum Rogers.

Benner Prize. For excellence in first-year Greek. $25. First awarded 1939. Funded 1950 by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, for forty-six years Instructor in Greek in Phillips Academy. Awarded 1968 to Edward Bennett Tasch.

Department Prizes. For excellence in Latin translation and composition, $10 and $5; for recitation from memory of poetry or prose, $10. First awarded 1940. Sustained since 1947 from Winthrop Fund. Awarded 1968 to Kenelm Edward Winslow Latin 1 Recitation, Peter Rudolph Halley Latin 2 Recitation, John Ford and William Carl Fuller Latin 3 Recitation. Awarded 1968 to (1) Walter Howe Haydock, III, (2) Robert Cornelius Montgomery, III Latin 2 Translation and Composition. Awarded 1968 to (1) Stephen Stewart Madsen, (2) Marc Raymond Poirier, Honorable Mention Robert Austen Furse Latin 3 Translation and Composition.

Catlin Prize. To be awarded regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. $1,000. First awarded 1945. Funded 1944 from a bequest of George H. Catlin, Class of 1863. Awarded for 1966-67 year to Vernon Judson Harward, III.

GERMAN

Stevenson Prize. For excellence in German composition, oral and written. Open to the Senior and Upper Middle Classes. $15. First awarded 1904. Funded 1904 by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1968 to Glover Steiner Johns, III.

FRENCH

Taylor Prize. For excellence in French conversation and composition. A selection of French books. First awarded 1909. Funded in part 1908 by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1968 to Robert Bryan Thompson.

Department Prizes. For aural ability. To those students in their first and second year of French who receive the highest marks on a special examination to test aural comprehension. First and second prizes in books. First awarded 1946. Sustained by an anonymous donor. Awarded 1968 in French 1 to (1) Robert Bickford Heane, Jr., (2) Robert Emmett Malone, Jr.; French 2 to (1) Daniel Dretzka Oliver, Jr., (2) Stephen Carter Sherrill.

Anthony D. Graves Prize. For improvement during the first year of the study of French. To the student whose application and effort result in the greatest over-all improvement. $25. First Awarded 1954. Funded 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1968 to James Bernard Longley, Jr.

Forbush Prize. For excellence in French 3. A book or books. First awarded 1956. Funded 1955 by students and friends of Guy Johnson Forbush, Instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1968 to William Welsh Holland and Vincent Joseph Panetta.

SPANISH

Howard P. Hayden Prize. For excellence in oral Spanish. To a member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in oral Spanish. $35. First awarded 1945. Funded 1945 by Mr. and Mrs. Howard P. Hayden, of Santiago, Chile. Awarded 1968 to (1) Frederick Spencer Johnson, Jr., (2) Richard Gale Mathers. Honorable Mention to James Franklin Rogers.

Donald E. Merriam Memorial Prize. Awarded annually to the student in the second year of Spanish who, in the opinion of the Spanish Department, has best combined the qualities of proficiency, interest and enthusiasm in the study of that language. A book and name on plaque. First awarded 1965. Sustained by Mrs. Donald E. Merriam. Awarded 1968 to Charles Irving Boynton, 3rd.

HISTORY

Lauder Prizes. For an examination in Modern European History. $30, $20, and books. First awarded 1913. Funded 1916 by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1968 to (1) Nathaniel Hayford Winship, (2) William Carl Fuller, Jr.

Haymond Prizes. In American History. To undergraduates taking the course in History of the United States, for an essay on the Constitution of the United States. $50, $25, $10, and books. First awarded 1943. Sustained by the Honorable Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and Thomas Arnette Haymond, Class of 1943. Awarded 1968 to (1) Vernon Judson Harward, III, *Lobsters, Lobstering, and the Maine Lobsterman's Association,* (2) Edward Bennett Tasch, *Constitutional Aspects of Territorial Expansion,* (3) Jonathan Harrison Holman, *Brown v. Topeka Board of Education.*

Grace Prizes. In American History. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. $70, $45, $35, and books. First awarded 1953. Funded 1951 by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1968 to (1) Peter Albert Gegenheimer, *The Legislative and Judicial Aspects of Federal Marijuana Regulations,* (2) Donald Emil Ganem, *The Lawrence Strike of 1912,* (3) David Owen Johanson, *The Sacco-Vanzetti Case.*

Marshall S. Kates Prizes. In American History. To undergraduates taking the course in History of the United States for an essay on a topic in the field of American History. $50, $30, $20, and books. First awarded 1953. Funded 1952 by Marshall S. Kates, Class of 1939. Awarded 1968 to (1) John Grier Buchanan, III, *The Homestead Lockout-Strike of 1892,* (2) Peter Montgomery Durant, *John Noyes and the Oneida Community,* (3) Francis Spare Currie, *The 1933 Election of Fiorello LaGuardia.*

Webster Prizes. For excellence in Ancient History, European History, or Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. $125 in money and books. First awarded 1956. Funded 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1968 to (1) Harry Mercer Tracy, (2) John William Gillespie, Jr., in History 1; to (1) Gary Steven Golding, (2) Richard Gale Mathers, (3) David Jonathan Cohen, in History 2.

MATHEMATICS

Convers Prizes. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. $100, $75, $50, $25, $10, and books. First awarded 1898. Funded 1898 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1968 to (1) John Waymon Morris, (2) Donald Paul Weinberg, (3) James Franklin Rogers, (4) George Edward Schatz, (5) Lloyd Norton Cutler, Jr.

Eaton Prize. For excellence in Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. $20. First awarded 1938. Funded 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years instructor in Mathematics at Phillips Academy. Awarded 1968 to Allan Anthony Ramey, Jr.

McCurdy Prizes. For excellence in Senior Mathematics. For Seniors in the regular fourth-year Mathematics program. Awarded on the basis of classroom work and an examination. $35 and $25. First awarded 1941. Funded 1940 by the family of the late Matthew S. McCurdy, in memory of his connection with Phillips Academy as Instructor in Mathematics 1873-1921. Awarded 1968 to (1) Neal Anthony Rosen, (2) Benjamin Paul Green.

Bailey Prize. In Upper Middle Mathematics. On the basis of an examination at the close of the year. $35. First awarded 1946. Funded 1946 by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1968 to Charles David Wyman.

Watt Prizes. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school Mathematics. $125, $75, $25, and books. First awarded 1954. Funded 1953 by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, Instructor at Phillips Academy 1933-1951. Awarded 1968 to (1) Andrew Murray Wilson, (2) Charles Bradford Barber, (3) Daniel Convers Goddard.

Tower Prize. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of Mathematics. First awarded 1954. Sustained by John W. Dixon, Class of 1924, in recognition of Oswald Tower, Instructor in Mathematics at Phillips Academy 1910-1949. Awarded 1968 to Roger Francis Steinert.

Winfield M. Sides Prize. For excellence in Mechanical Drawing. Awarded on the basis of proficiency in classroom work. $100 in cash and/or drawing equipment. Funded in 1966 by Donald A. Raymond, Jr., Class of 1932, in memory of Winfield M. Sides, Instructor in Mathematics at Phillips Academy 1919-1958. First awarded 1960. Awarded 1968 to Brandt Charles Anderson.

Joseph Award. For excellence in the area of Mathematics. To a member of the Senior Class. A gold medal and a book. First awarded 1960. Sustained by David Joseph, of New York City, in memory of his father, Bernard Joseph. Awarded 1968 to James Powell Richardson.

Scoville Prize (*See Sciences*).

SCIENCES

Scoville Prize. In the Physical Sciences or Mathematics. To a student or students for an original paper or project exhibiting creative thinking or ingenuity in the Physical Sciences or Mathematics, preferably not in assigned course work. $50. First awarded 1959 by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbert Scoville. Awarded 1968 to Charles Bradford Barber.

Wadsworth Prize. For excellence in Physics. To the student holding the highest rank in Physics for the year. $30. First awarded 1900. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1968 to Roger Francis Steinert.

Dalton Prize. For excellence in Chemistry. To the student holding the highest rank in Chemistry for the year. $65. First awarded 1915. Funded by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884. Trustee of Phillips Academy, 1912-1923. Awarded 1968 to Edward King Chapin.

Marsh Prize. For excellence in Biology. To a student who has been outstanding in interest and attainment in the Biological Sciences. $25. First awarded 1936. Sustained since 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1968 to Peter Harold Williams.

Graham Prize. For excellence in Science. To that member of the graduating class attaining the highest average grade in ten hours of the natural sciences studied while at Phillips Academy. $1,000. First awarded 1946. Funded 1945 from a bequest of James C. Graham, Instructor in Science at Phillips Academy, 1892-1937. Awarded 1968 to Daniel Convers Goddard.

Wadsworth Prize. For excellence in Biology. To the student holding the highest rank in Biology for the year. $30. First awarded 1953. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1968 to James Walter Stover.

Department Prize. For excellence in Physics. To that student taking elementary physics who receives the highest grade on a prize examination. Books. First awarded 1956. Sustained by the Physics Department. Awarded 1968 to Roger Francis Steinert.

Department Prize. For excellence in Biology. To a student who has demonstrated exceptional interest and accomplishment with particular reference to laboratory investigation. $25. First awarded 1964. Sustained by an anonymous donor. Awarded 1968 to Alexander Drummond Close.

MUSIC

Cutter Prize. For proficiency in orchestral, especially stringed instruments. $55. First awarded 1924. Funded 1925 by The Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1968 to Perry Stiling Babb.

Poynter Prize. To that member of the Phillips Academy Choir who, in the judgment of the Choirmaster has been the most useful member of that organization. $30. First awarded 1945. Funded 1943 by Horace Martin Poynter, Class of 1896, and Mrs. Poynter, formerly of Andover, in memory of their son, Edward Pitkin Poynter, Class of 1940, who gave his life for his country in the aviation service in July, 1943. Awarded 1968 to Rowland Waton Chang and James Andrew Spindler. $30 to be divided equally.

Jones Prize. To that member of Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1946. Established in 1945 by Mr. and Mrs. Edward T. Jones in memory of their son, Ainsworth B. Jones, Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1968 to Alanson Paul Stevens.

Collier Prizes. For proficiency in the playing of the piano. $25. First awarded 1947. Funded 1946 by Mrs. Milton Collier and I. Alfred Levy, in memory of Milton Collier. Awarded 1968 to Robert Bennett Mesrobian.

Fuller Music Prize. To a musical student who, irrespective of need, has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower. $350. First awarded 1951. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1968 to Gary Russell Johnson.

Kibrick Prize. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. $50. First awarded 1953. Sustained in memory of Herbert V. Kibrick, Class of 1934, by his wife. Awarded 1968 to Kenneth Braden Blake, Jr.

ART

Morse Prize. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. $25. First awarded 1932. Funded 1942 by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1968 to Rodger Cushing Warnecke.

Thompson Prize. For improvement in drawing and painting. $25. First awarded 1932. Funded 1955 by Mrs. Frances Thompson Heely, in memory of her brother, Augustus Porter Thompson, 3rd, Class of 1928. Awarded 1968 to Randolph Eric Herman.

Addison Gallery Associates Prize. To a student who has distinguished himself in art as well as in other activities. $25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1968 to Mark Batchelor Allen.

John Esther Gallery Prize. To the student who has shown through his work the clearest understanding of art. $25. First awarded 1943. Awarded 1968 to John Morton Watkins.

Photography Fellowship Prize. To the student demonstrating the greatest excellence in Photography. $25 and one week as an apprentice in the photographic studio of Wingate Paine. First awarded 1964. Sustained by Wingate H. Paine, Class of 1932. Awarded 1968 to Kenneth Harris Fishman and Gary Michael Hardegree.

ATHLETICS

Faculty Golf Cup. To the winner of the Varsity Golf Squad competition. Winner's name inscribed on Cup. Presented 1927 by the Faculty of Phillips Academy. First awarded 1927. Awarded 1968 to Peter Boulware Fox.

Kilpatrick Trophy. To the winner of the Andover versus Exeter track meet. A bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academy. Replica to the captain or co-captains of the winning team. Trophy presented 1938 by John Reed Kilpatrick, Class of 1907. First awarded 1938. Awarded 1968 to the Phillips Exeter Academy.

Schubert Award. To a member of the Senior Class who has excelled in varsity athletics and who has best exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A gold medal, and winner's name inscribed on a plaque. Funded 1951 by the Eta Delta Phi Society, in memory of Edmund John Schubert of the Physical Education Department. First awarded 1944. Awarded 1968 to Bruce Gerard Hearey.

Banta Trophy. To be awarded annually to that member of the Varsity Tennis Team who shows the best sportsmanship, leadership, and character throughout the season. Established 1953 by the Tennis Team of Phillips Academy, in honor of their coach, Cornelius Gordon Schuyler Banta. Awarded 1968 to Edward Rickert Devereux, Jr.

Cross Country Cup. To the member of the Cross Country Team who during the season has displayed outstanding sportsmanship, performance, and team spirit. Winner's name inscribed on Cup. Presented 1952 by the members of the cross country squad in honor of their coach, Norwood Penrose Hallowell. First awarded 1953. Awarded 1968 to Albert Joseph Mangan, Jr.

Basketball Trophy. To the club basketball player who has contributed most to club basketball. Winner's name inscribed on trophy. Presented 1953 by the members of the Varsity Basketball Team. First awarded 1953. Awarded 1968 to Bruce Allan Hughes.

Fagan Squash Racquets Trophy. To the winner of the Fagan Trophy Tournament. Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, III, Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1954. Awarded 1968 to William A. Kirkpatrick, Jr.

Lacrosse Trophy. To the lacrosse player, excluding the captain, who through enthusiasm and love for the sport has inspired his teammates with the will to win. Winner's name inscribed on trophy. Presented in 1954 by the members of the lacrosse squad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1968 to Paul Brooks Brown.

Smith Hockey Cup. To a member of the hockey team, exclusive of the captain, who is in good scholastic standing and who during his association with hockey has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Funded 1954 by Sumner Smith, Class of 1908. First awarded 1954. Awarded 1968 to Donald Wallace Olson, Jr., and David Joseph Cavanagh.

Crew Cup. To the student who has contributed most in the way of team spirit and sportsmanship to the crew. Winner's name inscribed on cup. Presented 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 1934. First awarded 1955. Awarded 1968 to Richard Dougherty Logan, III.

Track Trophy. To the member of the winter and spring varsity track squad who exhibits outstanding character and will to win. Winner's name inscribed on trophy. Presented by the members of the 1955 winter and spring track squads in honor of their coach, Stephen Stanley Sorota. First awarded 1955. Awarded 1968 to Dennis Hayden Cambal and Michael Peter Turner.

Press Club Trophy. To the student who has proved through his performance on the athletic fields to be the most capable athlete of the whole year. Winner's name inscribed on trophy and winner receives replica of trophy. Trophy presented 1956 by the members of the Press Club of Phillips Academy and replicas sustained by the club. First awarded 1956. Awarded 1968 to Michael Peter Turner.

Sheridan Medal. To the student who has contributed most to the intramural athletic program. A gold medal. Funded 1956 by bequest of Fannie J. Sheridan, in memory of her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his country as a member of the United States Marine Corps in September 1944. First awarded 1957. Awarded 1968 to Patrick St. Clair Chang.

Football Trophy. To the member of the Junior Varsity 1 Team who contributed most to Andover football below the Varsity level. Presented in 1955 by the members of the Junior Varsity 1 Football team. Awarded 1968 to Andrew George Cook and Sidney Joseph Stern, III.

Richard S. Pieters Varsity Wrestling Award. To that member of the Varsity Team, excluding the Captain, who demonstrates throughout the season outstanding ability and enthusiasm for the sport. Winner's name inscribed on plaque. Awarded 1968 to Randolph Eric Herman.

Peter Q. McKee Ski Bowl. Awarded annually to a member of the Varsity Ski Team who has contributed the most to the team and to the sport of skiing. Winner's name inscribed on bowl. Awarded 1968 to John Lennox Boyle.

Raymond T. Tippett Memorial Award. Awarded annually to a senior member of the varsity football or baseball team whose loyalty, courage and modesty exemplify the character of Ray Tippett and the best traditions of Andover athletics. Established in 1962 by members of the class of 1945 for a prize in memory of their classmate, Raymond T. Tippett. Winner's name inscribed on plaque. Awarded 1968 to Joel Manuel Ristuccia.

Soccer Cup. To be awarded annually to a member of the Soccer Team, exclusive of the captain, who has contributed most to the team through his sportsmanship, effort, and ability. Trophy presented in 1965 by Stanley C. Smoyer. Awarded 1968 to John Gilman Clark.

Swimming Trophy. To the member of the varsity swimming team who, in the judgment of the coach, has contributed most to the sport by demonstrated qualities of sportsmanship, endeavor, and ability. Established by the 1964 swimming team and funded in 1966 by John Noll, captain of the 1966 team. No award this year.

Wurster Basketball Award. To that senior member of the varsity basketball team who during his association with basketball at Phillips Academy has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor and ability. Established in 1967 in memory of Robert L. Wurster, Class of 1964, by his parents. Awarded 1968 to Harold David Grinberg.

OTHER PRIZES

AURELIAN HONOR SOCIETY PRIZE. To a member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. First awarded 1936. Sustained by the Aurelian Honor Society. Awarded 1968 to Davis Burton Everett.

AYARS PRIZE. To a member of the Senior Class who, through work, perseverance and seeking after excellence has created for himself a position of respect and admiration in the school community. $50. First awarded 1956. Funded 1957 by Mr. and Mrs. James S. Ayars, in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarded 1968 to Christopher Haycock Moore.

BIERER PRIZE. To a student who is outstanding in character and personality. $25. First awarded 1944. Sustained by Eugene S. Bierer, Class of 1943. Awarded 1968 to Sumner Merrill Smith.

FACULTY PRIZE. To that member of the graduating class who during his Senior year attained the highest academic average. $100. First awarded 1912. Funded 1923 by Sanford H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freund. Awarded 1968 to David Owen Johanson.

FEDERATION OF HARVARD CLUBS PRIZE. To an outstanding member of the Upper Middle Class who combines excellence in scholarship with achievement in other fields. A book. First awarded in 1911. Sustained by the Harvard Club of Andover. Awarded 1968 to Edward Benson Davison.

FULLER PRIZE. To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. First awarded 1912. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1968 to Thomas Sloan Kidde.

HOPPER PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. $100. First awarded 1954. Funded 1953 by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1968 to Fred Lawrence Adair.

IMPROVEMENT PRIZE. To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development of character and scholarship. $100. First awarded 1941. Funded 1968 by a member of the Class of 1916. Awarded 1968 to Julian Stevens Kaiser, Jr.

KEYES PRIZE. To a boy, who in his Lower Middle year shows outstanding qualities of character, leadership scholarship and athletic ability. $50. Funded 1958 by Langley C. Keyes, Class of 1920. First awarded 1959. Awarded 1968 to James Lindsay Shea.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the headmaster is especially distinguished for perseverance and resolution. $100. First awarded 1943. Funded 1945 by Dr. and Mrs. John A. Kingsbury, in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1968 to George Decker Gaskins.

LIBRARY PRIZES. For the best student libraries collected. $30, $15, and $10. Sustained by the Friends of Oliver Wendell Holmes Library since 1956. No award this year.

LORD PRIZE. To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. First awarded 1947. Sustained by Mrs. Mason Faulconer Lord, in memory of her husband Mason F. Lord, Class of 1944. Awarded 1968 to Roderick Marshall McNealy.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. $50. First awarded 1931. Funded 1931 by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his Senior year. Awarded 1968 to Christopher Scott Shiner.

SCHWEPPE (RICHARD JEWETT) PRIZE. To a member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness. $100. First awarded 1947. Funded

1946 by Mrs. Richard J. Schweppe, in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1968 to John Richard Hawkins, III.

STEARNS PRIZE. In honor of Dr. Alfred E. Stearns, Class of 1890. Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. $100. First awarded 1951. Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1968 to Joel Manuel Ristuccia.

ABBOT STEVENS PRIZE. To a member of the Senior Class, upon recommendation of the faculty, who through his character and leadership has made a significant contribution to the Academy and to his classmates. $100. Funded 1959 by Mrs. Abbot Stevens, in memory of her husband, Abbot Stevens, Class of 1907. Awarded 1968 to Peter Seelye Evans.

STILES PRIZE. To the member of the Upper Middle Class whose judgment and loyalty to the school have been exemplary. $50. First awarded 1960. Funded 1960 by Mrs. Russell Stiles, in memory of her husband, Class of 1908, and his father Sumner Burritt Stiles, Class of 1872. Fund increased 1960 by her son, William S. Stiles, Class of 1942, and David Stiles, Class of 1936. Awarded 1968 to Frederick Ellis Drake, III.

SULLIVAN PRIZES. To those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of $200 each, awarded in the fall. First awarded 1921. Funded 1921 by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded for 1966-67 year to *Senior,* Andres Joseph Escoruela, *Upper,* Vincent Paul Pullen, *Lower,* Manuel Enrique Tavares, Jr., *Junior,* Robert Andrew Davis.

VAN DUZER PRIZES. Two prizes of $350 each, awarded as outlined below. (a) ANDOVER-HARVARD. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded for 1966-67 year to Michael Bancroft Winship. (b) HARVARD-ANDOVER. "The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, the award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded for 1966-67 year to David Werblin Nierenberg. First awarded 1912. Funded 1928 from a bequest of Henry S. Van Duzer, Class of 1871.

WARREN PRIZE. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty. $50. First awarded 1926. Funded 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1968 to Henry Ashton Hart.

WELLS PRIZE. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory the prize is given. $50. First awarded 1953. Sustained by Mr. and Mrs. J. Brent Wells, in memory of their son, Anthony Peters Wells, admitted to the Class of 1956. Awarded 1968 to Peter Nathan Sachs.

JACK WILLIAMS PRIZE. To that member of the Junior Class, residing in Williams Hall, who in the minds of the proctors and housemaster has made an outstanding contribution to dormitory life during the school year. Funded in 1965 in memory of John L. Williams '61 by his family and friends. Awarded 1968 to Richard Marshall Cashin, Jr. and Cedric Allen Langford.

YALE BOWL. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1968 to Davis Burton Everett.

WILFRED FREEMAN FELLOWSHIP. To enable an Andover Upper Middler or Senior to undertake a creative project in the arts or sciences during the summer vacation. $500, or a scholarship to the Summer Session and $150. Sustained in memory of Wilfred Freeman, Instructor in English and Art, by his friends. Awarded 1968 to Rodger Cushing Warnecke.

SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

*Hon. William Phillips (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of $4,000	$ 4,633.33
*Students' Educational (1854). Begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1,000 from Edward Taylor, Treasurer of Phillips Academy, 1868-1889	7,762.64
*Samuel Farrar (1865). Bequest of Samuel Farrar, 1803, Treasurer of Phillips Academy, 1808-1840. (A part of this fund is for other purposes)	22,000.00
*Jane Aiken Clarke (1870). James G. Clarke, Class of 1839, in memory of his mother	1,200.00
†Peter Smith Byers (1878). John Byers, Class of 1848, in memory of his brother, Class of 1847	500.00
*Class of 1878 (1878). Senior Classical class	1,200.00
†Jonathan Taylor (1878). Edward Taylor, Treasurer of Phillips Academy, 1868-1889, in memory of his father	1,000.00
*Hiram W. French (1879), Class of 1839	1,000.00
*Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, Principal of Phillips Academy, 1838-1871	1,000.00
*Gerard Sumner Wiggin (1882). Bequest of Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son. Class of 1875	1,000.00
*Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
*Richards Memorial (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the Treasurer's Office of Phillips Academy, and Edward Stanley Richards, Class of 1875	1,450.14
*Warren F. Draper (1890), Class of 1843	1,000.00
‡Charles L. Flint (1890). Bequest of Charles L. Flint, Class of 1845	5,000.00
*Henry P. Haven (1890). Trustees of Henry P. Haven estate, of New London, Conn.	1,000.00
*Emma Lane Smyth (1890). Gov. Frederick Smyth, of New Hampshire, Class of 1839, in memory of his wife	1,000.00
*James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
*Joseph Dowe (1892). Bequest of Joseph Dowe, Class of 1817	3,097.98
†John Cornell (1894). Bequest of John Cornell. Recommended by the School Committee of Andover Awarded 1967-68 to Alan Douglas Dawson.	5,000.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.
‡ For general scholarship aid; preference to boys from Middleton.

*James C. Tayor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, Class of 1840	1,000.00
*Mary W. Holbrook (1900)	500.00
*Carter Memorial (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter	1,500.00
*Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, Class of 1908	5,000.00
*George Ripley (1908). Bequest of George Ripley	2,500.00
†T. Augustus Holt (1909). Bequest of T. Augustus Holt	26,003.24
*James Huntington (1909; 1931). The widow and daughter of James Huntington, Class of 1848	2,000.00
*Allan Morse Penfield (1913). Bequest of Allan Morse Penfield, Class of 1904	1,000.00
*George B. Knapp Memorial (1914). Katharine Knapp estate, in memory of her brother, Trustee of Phillips Academy, 1899-1910	5,000.00
*Thomas A. Emerson (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson	2,000.00
Robert Henry Coleman Memorial (1919). Mrs. John Coleman, in memory of her son, Class of 1912, who died in the military service of the United States, 1918 "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school." Awarded 1967-68 to John Justin Tolan.	6,000.00
George Xavier McLanahan Memorial (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892 "The income is used annually for the assistance of a worthy student or students of limited means." Awarded 1967-68 to Robert Dick Kefferstan, II.	10,000.00
Gordon Ferguson Allen Memorial (1920; 1957). James F. Allen, of Meriden, Conn., and his sons, Parker B. Allen, Class of 1914, and Theodore F. Allen, Class of 1915, in memory of Gordon Ferguson Allen. Increased in 1957 by Theodore F. Allen "The income is awarded annually to a deserving student of character and promise and of limited means." Awarded 1967-68 to Michael Peter Turner.	10,000.00
*Rev. William Henry and Ellen Cary Haskell (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895	3,000.00
*Harriet L. Erving (1922). Bequest of Miss Harriet L. Erving, of Andover, for thirty years assistant in the Treasurer's Office	1,500.00
*Samuel M. Evans (1922). Class of 1887. (A part of the fund is for other purposes)	2,000.00
Charles C. Clough Memorial (1923). Princeton University classmates and friends of Charles C. Clough, Class of 1906 "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established." Awarded 1967-68 to Fred Lawrence Adair, Jr.	5,000.00

* For general scholarship purposes.

† For general scholarship aid for boys from Andover.

*Frank Butler Walker (1923). Bequest of Mrs. Mary C. B. Walker, in memory of her son, Class of 1889	1,425.00
*Abraham B. Coffin (1924). Bequest of Abraham B. Coffin, Class of 1852	2,000.00
Alfred Howlett Durston (1926). Marshall H. Durston, Class of 1900, in memory of his brother, Class of 1897 "The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence." Awarded 1967-68 to David Chase Kibbe.	5,000.00
Smith Lewis Multer, Jr. (1926). Smith Lewis Multer, in memory of his son, Class of 1923 "The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school." Awarded 1967-68 to Andrew Wayne Hildebrandt.	5,000.00
*Amasa J. Whiting (1927; 1955). Bequest of Mrs. May C. W. Speare, in memory of her father	5,159.50
*James H. Haste (1930; 1933-34; 1944). Bequest of James H. Haste, Class of 1894	241,074.18
William Thompson Reed Memorial (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929 "The income is awarded annually to a student of character and promise at the beginning of his Senior year." Awarded 1967-68 to Gary Michael Hardegree.	12,565.34
*Henry Waldo Greenough (1931; 1937). Bequest of Henry Waldo Greenough, Class of 1889	2,000.00
*Moncrieff M. Cochran (1932). Bequest of Moncrieff M. Cochran, Class of 1900	2,500.00
*Bancroft (1933). Bequest of Cecil K. Bancroft, Class of 1887, Registrar of Phillips Academy 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth Principal of Phillips Academy	2,000.00
Schuyler Bussing Serviss Memorial (1936). Mrs. Charlotte B. Serviss, in memory of her son, Class of 1898 Awarded 1967-68 to Bruce Schuyler McGar.	5,000.00
*Osgood Johnson (1937). Bequest of Helen O. Sprague, in memory of her grandfather, Principal 1833-37, and her father, Class of 1848. For New England-born students	500.00
†David and Lucy Hayward Shaw (1939). Bequest of Lucy Hayward Shaw (Mrs. David)	10,000.00
Augustus Porter Thompson Memorial (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, Class of 1892 "The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character." Awarded 1967-68 to John Henry Carr, Jr.	5,000.00
*Sumner Smith (1943), Class of 1908. Balance of income after the Smith Hockey Cup	1,142.31

* For general scholarship purposes.

† For general scholarship aid for boys from Andover.

Julia E. Drinkwater Memorial (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother "The income is awarded annually to deserving students of character and promise and limited means." Income from the William Drinkwater Fund currently added to that of this fund. Awarded 1967-68 to Samuel Colvin Craft, III, Albert Louis Alessi and Frederick Sullivan Samp.	10,443.12
Charles W. Carl (1944-46; 1950-53; 1955-56), Class of 1910 "Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University." Awarded 1967-68 to Benjamin Paul Green and Russell Ames Pickett.	25,000.00
*Louis J. and Mary E. Horowitz Foundation, Inc. (1944). The Louis J. and Mary E. Horowitz Foundation, Inc. of New York City	200,000.00
*Louis S. Owsley (1944-1946; 1948-1949). Bequest of Louis S. Owsley, Class of 1890. Income partially subject to an annuity; balance for scholarships and special education purposes	395,746.85
Richard Strong Foxwell Memorial (1945). Mrs. Gilbert M. Foxwell, in memory of her son, Class of 1922 "Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school." Awarded 1968 to Mark Sydney Barr.	2,500.00
*Arthur L. Kerrigan (1945), Class of 1915	2,500.00
*Abbott Stevens (1945-46), Class of 1907. Trustee 1935-58; Treasurer 1949-58	20,000.00
Herbert E. Stilwell Memorial (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, Class of 1941, who was lost in the English Channel on a mission during the war "Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship." Awarded 1967-68 to Kenneth Daniel Krier and Donald Wallace Olson, Jr.	26,421.52
*Cecil K. Bancroft Memorial (1946). Bequest of Mary E. Bancroft, in memory of her brother, Class of 1887, Registrar and Instructor at Phillips Academy, 1906-1932	3,000.00
*Leonard A. Hockstader (1946), Class of 1896	2,500.00
Moses Austin Cartland Shackford Memorial (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891 "Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course." Awarded 1967-68 to John Oakes Ellis.	5,000.00
Macintyre (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents "Net income is awarded annually to a worthy student of limited means	12,100.34

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* For general scholarship purposes.

who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school." Awarded 1967-68 to James Kelsey Sawyer.	
*Robert D. Mills (1947). Bequest of Robert D. Mills, Class of 1893	500.00
†George F. Roberts (1948). Bequest of Mary A. Roberts	2,000.00
Ray A. Shepard (1949-1950; 1953; 1960-61). Friends of Ray A. Shepard, Athletic Director of Phillips Academy, 1919-1949 "The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition." Awarded 1967-68 to Ernest Bennett Abbott.	2,680.35
Suisman Foundation (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, John R. Suisman, Class of 1955, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950 "Income is to be awarded annually to a student selected by the Scholarship Committee." Awarded 1967-68 to George Decker Gaskins.	15,000.00
*Newton-Hinman (1950). Ahlers Association, in honor of Frederick E. Newton, Class of 1893, and George W. Hinman, Class of 1894, former instructors at Phillips Academy and faculty guardians of the PBX Society	22,243.17
*Society Scholarships. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
*AGC Society (1950). The Rogers Associates, Inc. Balance of income after the Benner Prize	24,461.94
*AUV Society (1950). AUV Corporation	35,000.00
*EDP (1950). The Eta Delta Phi Society Balance of income after Schubert Award	5,000.00
*PLD Society (1950; 1956). The Davison Associates, Inc.	18,115.14
*KOA Society (1950). The Blodgett Association	35,176.17
*PAE Society (1950). The Cooley Association	35,000.00
*PBX Society (1950). (See Newton-Hinman, above)	
*PLS Society (1950). Phi Lambda Sigma Association	17,000.00
*Anonymous (1951)	1,000.00
Richard Jewett Schweppe Memorial (1951-53; 1957-58). Mrs. Richard J. Schweppe, in memory of her husband, Class of 1896 "Income for a scholarship(s) to be awarded annually to a student who shows promise of leadership, responsibility and enthusiasm," and for a prize. Awarded 1967-68 to Robert Anthony Havern, III and Neil Eric Onerheim.	38,000.00
*Isabel C. McKenzie (1952). Bequest of Mrs. Isabel C. McKenzie	25,000.00
*AUV Society-James C. Graham Memorial (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1893-1937	10,500.00
Chauncey O'Neil (1955-1959). Edward O'Neil, II, Class of 1927, in memory of his father, Class of 1899 "The income to be awarded annually to a boy or boys from Western Pennsylvania." Awarded 1967-68 to Michael Scot Curran and Robert Emmett Malone, Jr.	27,000.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

Horace Martin Poynter (1955-59). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945. Income partially subject to an annuity Awarded 1967-68 to Michael Owen Quinlan.	23,481.25
*G. Louise and Nelson Robinson (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson	892,662.37
Walter Brooks Memorial (1956). The Walter Brooks Foundation, in memory of Walter Brooks	30,000.00
Hamilton (1956-1964). John D. Hamilton, Class of 1913, in memory of his father, J. D. Hamilton "The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River." Awarded 1967-68 to Thomas Ralph Kroescher.	24,287.86
Evert W. Freeman (1956-58). Bequest of Evert W. Freeman, Class of 1917 "The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need." Awarded 1967-68 to Patrick St. Clair Chang and Scott Louis Richmond.	29,380.23
Joseph Kaplan (1956-59; 1962). Joseph Kaplan and other donors "The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness." Awarded 1966-67 to Robert Craig Miller, Jr.	19,765.00
*Louis N. Bennett Memorial (1957-58). Bequest of Mrs. Josephine C. S. Blaisdell, in memory of her brother, Class of 1893	1,000.00
Alexander Angus McDonell, Jr. (1957-58; 1964). Mrs. Alexander Angus McDonell, in memory of her son, Class of 1935, who gave his life for his country as a member of the United States Air Force on June 20, 1944 Awarded 1967-68 to John Richard Hawkins, III and Henry A. Goodman.	26,563.41
*Putney (1957). R. Emerson Putney, Class of 1928	5,067.82
*Edmund B. Cabot (1957-61). Thomas D. Cabot	9,230.93
William Drinkwater (1958). Bequest of William Drinkwater, Class of 1900. Unrestricted. Income currently added to that of the Julia E. Drinkwater Memorial fund	25,111.11
Indiana (1958-59). Bequest of James C. Thornton, Class of 1904. Preference to boys from Indiana. Income added to fund	13,217.07
*Alfred O. Hitchcock, Jr. (1959). Bequest of Alfred O. Hitchcock, Jr., Class of 1895	600.00
*Helen Davis Hood (1959-60). Bequest of Helen Davis Hood (Mrs. Gilbert H.). Increased in 1960 by Gilbert H. Hood Memorial Fund	6,000.00
May T. Morrison (1959). May T. Morrison Estate Awarded 1967-68 to Michael O. Farrell.	10,000.00
*Henry Mann Silver (1959). Bequest of Henry Mann Silver, Class of 1868	4,206.46

* For general scholarship purposes.

William Madison Wood (1959-60). Cornelius A. Wood, Jr., Class of 1937, in memory of his grandfather. Income added to fund	3,917.79
*Horace D. Bellis (1960). Bequest of Horace D. Bellis, director of gymnasium 1901-02	108,080.05
Harvey Dann (1960-61; 1963). Income added to fund	1,151.57
*Francis F. Patton (1962). Bequest of Francis F. Patton, Class of 1908	5,000.00
*Jack Moon (1963). Mrs. Wayne Hayward in memory of her father, Sumner Gilbert Moon, Class of 1895	13,427.95
Henry T. Mudd, Jr. (1963-1964; 1965; 1967). Henry T. Mudd, Jr., Class of 1960 Awarded 1967-68 to Willie James Washington.	28,647.69
Edward A. and Samuel C. Suisman (1963-67). Edward A. and Samuel C. Suisman Awarded 1967-68 to George Decker Gaskins.	5,943.56
Ralph B. Carter, III (1964). Bequest of Ralph B. Carter, III, Class of 1941 Awarded 1967-68 to David Owen Johanson.	14,261.66
John W. Weber (1964). Bequest of Ralph B. Carter, III, Class of 1941 Awarded 1967-68 to Alan Philip Oniskor.	14,261.65
Sanford H. E. Freund (1964). Bequest of Sanford H. E. Freund, Class of 1897 No award in 1966-67.	60,920.40
Francis F. O'Donnell (1964). Bequest of Francis F. O'Donnell, Class of 1921 Awarded 1967-68 to Roland Vincent Crowley, Robert William McLeod, Jr., Albert Joseph Mangan, Jr., Brian Gibbons O'Dea, Frederic Victor Pepin, Elmer Paul Rynne, Jr., Thomas Leigh Treadwell.	100,000.00
Charles H. Sullivan (1964). Bequest of Joseph C. Sullivan, Class of 1913 Awarded 1967-68 to James Jerome Hartzell.	10,000.00
Mary E. Sullivan (1964). Bequest of Joseph C. Sullivan, Class of 1913 Awarded 1967-68 to James Jerome Hartzell.	10,000.00
*Charles F. Oberhauser (1965). Bequest of Charles F. Oberhauser of Somerville, Mass.	1,039.61
*George Tait Hall (1965). Mrs. George Tait Hall and others in memory of George Tait Hall, Class of 1933	2,508.50
*Samuel B. Smith Memorial (1965-1967). Friends of Samuel B. Smith, Class of 1924, and Mrs. Smith in their memory	1,092.00
*Chester Nathan Whitney Scholarship Fund (1966). Mrs. Mary E. Whitney in memory of her husband, Chester N. Whitney, Class of 1902	2,000.00
Charles Hayden Foundation (1967). For boys from the metropolitan areas of New York and Boston Awarded 1967-68 to Darryl Artis Robinson.	20,000.00
*Cecil K. Bancroft Memorial (1967). Bequest of Brian Bancroft Long, '24, in memory of his uncle	10,000.00
Richard K. Boyd, Jr. Memorial (1967). Family and friends in memory of Richard K. Boyd, Jr., Class of 1956	10,289.80

* For general scholarship purposes.

David Spencer Hackett Memorial (1967). The family and friends of David Spencer Hackett, Class of 1961, for a scholarship to an Outward Bound School 4,701.58
Awarded 1967-68 to Frederick Ellis Drake, III.

*John Shapleigh Moses (1967). Bequest of Annette McC. Moses in memory of her husband 19,467.46

*Isadore L. Westerman Memorial (1967). Bequest of Sarah Westerman in memory of her son, Isadore Lewis Westerman, Class of 1917 .... 34,183.92

ANNUAL GIFT SCHOLARSHIPS

New England Andover Alumni Association. $750. Awarded by the New England Andover Alumni Association for boys from the New England area.
Awarded 1967-68 to Michael Francis Thomas.

Chares C. Stelle. $400. In memory of Ambassador Charles C. Stelle, Class of 1927, acting chief United States delegate at the Geneva Disarmament Conferences and signatory for the United States on the Moscow-Washington "hot line" agreement. Awarded by the American Foreign Service Association to a deserving son of a Foreign Service officer who has been at Phillips Academy for at least one year.
Awarded 1967-68 to Michael Bancroft Winship.

William Field. Gift of William Field, Class of 1928 .... 4,750.00
Awarded 1967-68 to Alfred N. Minor, Roberio Dorianzo Perkins and Joseph Eugene Yount.

Independence Foundation. Awarded to Phillips Academy for general scholarship aid 50,000.00

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* For general scholarship purposes.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state. Foreign countries at end of listing)

A personal interview is required of all candidates. Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions, the Admissions Officer, or one of the Interviewing Officers. Candidates unable to visit Andover may themselves arrange an interview at a mutually convenient time with one of the Alumni Representatives listed below. A definite appointment for an interview, whether in Andover or elsewhere, should be arranged in advance. Candidates who would find it a real hardship to get to any of the centers listed should communicate with the Admissions Office about the possibility of seeing a representative not listed below.

ALABAMA

Birmingham
Robert B. Donworth, Jr., '42
1500 Brown Marx Bldg.
Mobile
Frank M. Hicks, Jr., '41
P.O. Box 78
Montgomery
Peter C. Mohr, '54
2739 Colonial Dr.

ALASKA

Anchorage
John V. Munroe, Jr., '48
1814 Scenic Way
Juneau
Cadmus Z. Gordon, Jr., '16
Box 1267

ARIZONA

Phoenix
Howard K. Brown, Jr., '31
P.O. Box 190
Tucson
Keith S. Brown, '31
3200 North Swan Rd.
John S. Greenway, '42
1634 North Olsen Ave.

ARKANSAS

Little Rock
Mose Smith, III, M.D., '48
7 Cantrell Rd.

CALIFORNIA

Davis
Donald M. Reynolds, '38
Department of Bacteriology
University of California
La Jolla
William T. Adams, '28
5911 Waverly Ave.
Los Angeles
Otis Chandler, '46
Los Angeles Times
Times-Mirror Square
Walter L. Farley, Jr., '28
12300 1st Helena Dr.
Richard A. Moore, '32
6290 Sunset Blvd.
H. Burt Reiter, '25
The Prudential Insurance Co.
5757 Wilshire Blvd.
Marysville
Harold S. Edwards, '28
770 Rameriz Rd.
Pacific Palisades
Benjamin H. Dorman, '25
1515 San Remo Dr.
Ross
H. Leonard Richardson
The Katherine Branson School
San Diego
George E. Mumby, '24
5001 College Ave.
San Francisco
John P. Austin, '32
Equitable Life Bldg.
120 Montgomery St.
Nathan F. Banfield, III, '36
1001 Pine St. 94109
Hamilton W. Budge, '46
Brobeck, Phleger & Harrison
111 Sutter St.
Sherman Chickering, '29
111 Sutter St.
William S. Creighton, '39
2939 Divisadero St.
Charles C. de Limur, '40
1 Montgomery St.
Charles A. O'Brien, '44
Department of Justice
6000 State Bldg.

Santa Barbara
Mancel T. Clark, Jr., '28
605 San Ysidro Rd.

COLORADO

Colorado Springs
Capt. Frank Zagorski, '44
Quarters 4510-E
U.S. Air Force Academy
Denver
Richard M. Davis, '29
860 Gaylord St.
John C. Mitchell, 2nd, '34
Boettoher Foundation
818 17th St.
David C. Wilhelm, '38
1408 East 47th Ave.
Englewood
John F. Malo, '40
4975 So. University Blvd.

DELAWARE

Wilmington
Hon. Caleb R. Layton, III, '26
P.O. Box 46
Edward R. McLean, '34
E. I. duPont deNemours & Co., Inc.
International Dept.

DISTRICT OF COLUMBIA

Washington
George W. Beatty, '50
Lee, Toomey & Kent
1200 Eighteenth St., N.W.
Hon. Geo. H. W. Bush, '42
U.S. House of Representatives
Lawrence C. Dalley, Jr., '45
888 17th St., N.W.
Lawrence E. Williams, '48
4924 Van Ness St. N.W.

FLORIDA

Jacksonville
Laurence F. Lee, Jr., '40
Peninsular Life Insurance Co.
Andrew P. Ireland, '48
Barnett First National Bank
Miami
D. Pierre G. Cameron, '21
Ransom School
3575 Main Highway
Coconut Grove
David J. Williams, II, '38
13955 S.W. 82nd Ave.
Ponte Verde Beach
Arthur W. Milam, '45
P.O. Box 632
Sarasota
Parker C. Banzhaf, '38
3435 Sea Grape Dr.
Winter Haven
Richard C. Cheney, '48
American International Bank

GEORGIA

Atlanta
Herbert R. Elsas, '28
3510 Paces Ferry Rd., N.W.
Frank F. Ford, '32
Bus.—P.O. Box 19652
Home—2817 Habersham Rd., N.W.
Jeremy T. Johnstone, '48
5215 Vernon Springs, N.W.
Columbus
M. C. Jennings, '36
Box 2121

HAWAII

Honolulu
William Reeves, Jr., '52
Iolani School

ILLINOIS

Chicago
Gardner Brown, '24
White, Weld & Co.
30 West Monroe St.
David A. Dudley, '28
Director of Admissions
Illinois Institute of Technology
3300 South Federal St.
Lake Forest
Barry C. Phelps, '49
1699 Riverwoods Rd.
Northfield
W. Newton Burdick, Jr., '35
217 Dickens Rd.
R. Neison Harris, '32
540 West Frontage Rd.
Rock Island
George T. French, '29
1230 36th Ave.
Peoria
Charles H. Kellogg, '35
908 Stratford Dr.

INDIANA

Evansville
Reginald B. Collier, '45
7300 Newburgh Rd.
Indianapolis
David Moxley, '42
Kiefer-Stewart Co.
1515 North Senate Ave.
C. Perrry Griffith, '45
499 Forest Blvd.

IOWA

Davenport
Alan S. Howard, '27
118 Ridgewood St.

KENTUCKY

Anchorage
Samuel S. Caldwell, Jr., '29
Lincoln Ln.
Louisville
William H. Abell, '28
Commonwealth Life Insurance Co.
4th and Broadway

LOUISIANA

New Orleans
C. Horton Smith, II, '28
108 Duplessis St.
Marshall L. Posey, Jr., '55
Bus.—c/o Kern Co. Land Co.
500 Saratoga Bldg.
Home—1511 Robert St.
Shreveport
Donald A. Raymond, Jr., '32
1132 Erie St.

MARYLAND

Annapolis
H. Richard Duden, '43
Perry Farms
Baltimore
Leonard M. Gaines, Jr., M.D., '45
213 South Tyrone Rd.
Bethesda
William C. Hart, '40
7504 Hampden Ln.

MICHIGAN

Ann Arbor
Charles H. Sawyer, '24
2 Highland Ln. 48104
Birmingham
Frederick G. Bahr, '47
540 Berwyn St.
Donald H. Parsons, '48
770 So. Adams
Detroit
William G. Butler, '30
2500 Detroit Bank & Trust Bldg.
George H. Hunt, Jr., '37
2238 Buhl Bldg.
Russell H. Lucas, '12
833 Penobscot Bldg.
Grand Rapids
Paul F. Steketee, Jr., '26
2700 Reeds Lake Blvd.
Grosse Pointe Farms
Carlton M. Higbie, Jr., '35
93 Kenwood Rd.
David W. Kendall, '20
75 Lake Shore Dr.

MINNESOTA

Duluth
Oliver M. Houx
Equitable Life Ins. Co.
208 Lonsdale Bldg. 55802
Minneapolis
Louis Polk, Jr., '49
General Mills, Inc.
9200 Wayzata Blvd.
A. Lachlan Reed, '35
Minneapolis-Honeywell Regulator Co.
2753 4th Ave., S.
Arne L. Schoeller, '48
1924 James Ave., S.
J. Kimball Whitney, '46
Whitney Land Co.
907 First National Bank Bldg.
Rochester
Dr. Douglas B. McGill, '47
200 First St.
Wayzata
Thomas M. Crosby, Jr., '56
Route 5, Box 656

MISSISSIPPI

Jackson
Donald K. Cameron, Jr., '48
936 Briarwood Dr.
William D. Lynch, '38
134 Chippewa Circle

MISSOURI

Columbia
George C. Miller, '35
600 South Greenwood
Joplin
Lawrence S. Crispell, M.D., '38
Sixth and Pearl Ave.
Kansas City
Stephen W. Harris, '38
5715 Windsor Rd.
Shawnee Mission 66205
St. Joseph
Robert A. Brown, Jr., '49
Brown, Douglas and Brown
Tootle-Enright National Bank Bldg.
F. Gregg Thompson, Jr., M.D., '47
902 Edmond St.
St. Louis
Peter B. Hubbell, '50
5154 Westminster Pl.
John Shepley, '42
503 Locust St.
Eugene F. Williams, '42
701 Barnes Rd.

MONTANA

Missoula

Meridan H. Bennett, '45
315 Keith Ave.

Philipsburg

F. William Vietor, '37
Rocking Chair Ranch

NEBRASKA

Omaha

James A. C. Kennedy, Jr., '33
1502 City National Bank

NEVADA

Deeth

William B. Wright, Jr., '50
Mary's River Ranch

Las Vegas

Dr. William B. A. Bentley, '42
3104 Sonia Dr., 89107

Reno

Robert S. Kimball, 3d, '51
P.O. Box 3117

NEW MEXICO

Albuquerque

Gregory H. Illanes, Jr., '38
Quinn & Co.
200 2nd St.

John P. Eastham, '45
Rodey, Dickason, Sloan, Akin & Robb
First National Bank Bldg.—West

Santa Fe

Leslie M. Redman, M.D.
Route 1, Box 177

NEW YORK

Amsterdam

Leon H. Young, '20
22 Summit Ave.

Buffalo

Walter F. Stafford, Jr., M.D., '38
24 Tudor Pl.

John N. Walsh, Jr., '39
85 Highland Ave.

Cazenovia

Robert B. Simonton, '50
West Lake Rd.

Ithaca

Andrew Schultz, Jr., '32
631 Highland Rd.

New York City

Bromwell Ault, '18
980 Fifth Ave.

Prescott S. Bush, Jr., '40
Johnson & Higgins
63 Wall St.

Peter M. Capra, '53
118 East 93rd St.

Nathaniel M. Cartmell, Jr., '42
McGraw-Hill Publishing Co.
330 West 42nd St.

Joseph C. Fox, '34
Kidder, Peabody & Co.
17 Wall St.

William D. Hart, '36
Parker, Duryee, Benjamin Zunino & Malone
1 East 44th St.

David D. Jones, '37
315 West End Ave.

Richard D. Lombard, '49
Lombard, Vitalis & Paganucci, Inc.
111 Broadway

John D. Lynch, '46
J. & W. Seligman & Co.
65 Broadway

J. Quigg Newton, Jr., '29
1 East 75th St.

William C. Ridgway, Jr., '25
Crum & Forster
110 William St.

Rochester

Bruce B. Bates, '49
87 Grosvenor Rd.

John H. Castle, Jr., '34
Ritter Co., Inc.
400 West Ave.

Samuel P. O'Connor, Jr., '24
Amsden-Connor-Mitchell, Inc.
146 Broad St.

Martin H. Donahoe, Jr., '31
343 State St.

Gordon P. Small, '42
1237 Midtown Tower

Scarsdale

Bernard L. Boyle, '27
2 Normandy Ln.

Syracuse

William O. Aikman, M.D., '42
1117 East Genesee St.

David H. Northrup, '32
205 DeWitt St.

NORTH CAROLINA

Charlotte

E. Osborne Ayscue, '51
800 North Carolina Nat'l Bank Bldg.

NORTH DAKOTA

Fargo

Thomas L. Powers, '20
1617 Seventh St., S.

OHIO

Akron

Wayne F. Anderson, '37
504 Delaware Ave.

Cincinnati

William Hausberg, 2d, '32
2600 Willowbrook Dr.
Rt. Rev. Henry W. Hobson, '10
405 Albion St., Glendale
Fletcher E. Nyce, '26
The Central Trust Co.
Wilford L. Romney, '19
7 Sylvan Ln., Wyoming
David M. Watt
3322 Mowbray Ln.

Cleveland

Ed Hawkins
Union Commerce Bldg.
Thomas J. Keefe, '50
3290 Glencairn Rd.
James C. Miller, II, '50
2347 Tudor Dr.
James R. Stewart, '27
1144 Union Commerce Bldg.

Cleveland Heights

Edward D. Yost, '47
3137 Fairfax Rd.

Dayton

Vernon E. Midgley, '42
Marietta Corp.
P.O. Box 14153

Gates Mills

George Oliva, Jr., '39
West Hill Dr.

Granville

George W. Chessman, '37
Briarwood Rd.

OKLAHOMA

Bartlesville

Carl M. Elkan, '35
3501 Woodlawn Rd.

Oklahoma City

John H. Edwards, '22
2205 Liberty Bank Bldg.
Dr. Stewart G. Wolf, Jr., '31
644 N.E. 14th St.

Tulsa

James M. Bird, '35
Box 1590
c/o Seismograph Service Corp.
Henry C. Williams, '38
5159 East 31st St.

OREGON

Portland

Broughton H. Bishop, '45
Pendleton Woolen Mills
218 S.W. Jefferson St.
Edmund Hayes, Jr., '44
4256 S.W. Patrick Pl.
Frederick J. Kingery, M.D., '45
2250 N.W. Flanders St.

PENNSYLVANIA

Allentown

Charles D. Snelling, '49
2949 Greenleaf St.

Chambersburg

John M. Sharpe, Jr., '46
630 Philadelphia Ave.

Indiana

Joseph N. Mack, '44
Farmers Bank Bldg.

Narberth

Tolbert N. Richardson, Jr., '27
50 Righters Mill Rd.

Philadelphia

Henry R. Hallowell, '39
12 South 12th St.
c/o Gray & Rogers
James M. Mead, '47
31 East Springfield Ave.
Amory M. Sommaripa, M.D., '48
203 Chestnut Hill Ave.

Pittsburgh

Robert S. Kimball, Jr., '27
136 Beech St.
Edward O'Neil, '27
P.O. Box 1692
John M. Phillips, Jr., '30
Phillips Corp.
1700 Needmore Rd. 45414

Rydal

John P. Stevens, III, '44
1143 Kingsley Rd.

Scranton

W. Lawson Chamberlin, '34
Chamberlin & Clarke
Northeastern National Bank Bldg.

Sunbury

Siegfried Weis, '34
c/o Weis Markets, Inc.
1000 So. Second St.

Waverly

Thomas M. Rodes, '54
Beech St.
P.O. Box 231
James W. Vipond, '30
Waverly Dalton Rd.

Wayne

Robert Schafer, '29
730 Mancill Rd.

SOUTH CAROLINA

Charleston

McColl Pringle, '33
E. H. Pringle & Co.

Columbia
John R. Craft, '29
Columbia Museum of Art
Senate and Bull Sts.
Orangeburg
Benner C. Turner, '23
South Carolina State College

SOUTH DAKOTA

Keystone
James E. Liles, '55
Mount Rushmore National Memorial
Sioux Falls
Hiram G. Ross, '21
Box 423

TENNESSEE

Knoxville
John Muldowny, '44
Univeristy of Tennessee
Department of History
Memphis
Henry Loeb, III, '39
365 Colonial Rd.
Nashville
Robert L. Gwinn, '29
1719 West End Dr.
Brush, Hutchinson & Gwinn

TEXAS

Amarillo
Edward L. Roberts, '06
2211 Harrison St.
Corpus Christi
Thomas B. Henderson
1022 Driftwood
Dallas
N. Bruce Calder, '41
9211 Guernsey Ln.
William F. Neale, Jr., '44
1010 Hartford Bldg.
John R. Sears, '36
Republic National Bank of Dallas
El Paso
John D. Mason, Jr., '42
929 Broadmoor
Fort Worth
Edwin S. Ryan, '49
1700 Catalina Dr.
Houston
Hon. George H. W. Bush, '42
Federal Bldg., 515 Rusk
David M. Underwood, '54
Home—3506 Del Monte
Bus.—724 Travis St.
San Antonio
John M. Bennett, Jr., '27
National Bank of Commerce

UTAH

Ogden
Roderick H. Browning, '44
2641 Washington Blvd.
Salt Lake City
Lincoln D. Clarke, M.D., '42
6067 South 1430 East
C. Chauncey Hall, M.D., '41
2652 East 6200 South

VIRGINIA

Charlottesville
Gardner W. Smith, M.D., '49
University of Virginia Hospital
108 Woodstock Dr.
Norfolk
Jere A. Klotz, M.D., '41
5534 Lakewood Dr.
Richmond
Thomas Walker, M.D., '28
Richmond Memorial Hospital
1300 Westwood Ave.

WASHINGTON

Bellevue
Walter S. Kimball, M.D., '30
3407 76th Ave., N.E.
Evergreen Point
Seattle
Lucius H. Biglow, Jr., '42
1900 Washington Bldg.
Pendleton Miller, '28
711 Central Bldg.
Holt W. Webster, '39
2000 12th Ave., E.
Snoqualmie Falls
Frederick W. Hayes
P.O. Box 97
Spokane
Samuel L. Galland, '25
West 1612 Marc Dr.
Tacoma
Howard S. Reed, '45
7502 North St., S.W.

WEST VIRGINIA

Charleston
William A. Pugh, '39
15 Grosscup Rd.
Wheeling
Marshall T. Gleason, Jr., '33
Shawnee Hills

WISCONSIN

Madison
Professor Williams L. Sachse, '30
1105 Waban Hill

Milwaukee
Robert A. Uihlein, Jr., '34
235 West Galena St.
Racine
John H. Batten, 3d, '31
Twin Disc Clutch Co.
1328 Racine St.

WYOMING

Casper
J. A. Padon, Jr., '39
P.O. Box 153
Story
Maurice Leon, Jr., '42
Box 6

BERMUDA

Hamilton
Hugh C. Masters, '40
Box 139

BRAZIL

Sao Paulo
John R. Thompson, '41
Industria de Pneumaticos Firestone, S.A.
Caixa Postal 8177

CANAL ZONE

Balboa
Robert J. Boyd, Jr., '48
Box 2013

ENGLAND

London
Laurence W. M. Viney, '38
44 Great Queen St., W.C. 2

GERMANY

Duesseldorf
Arthur L. Kelly, '55
Cecilien Allee 80

GUATEMALA

Guatemala City
John L. Whitbeck, '40
Apartado Postal 15-A

ITALY

Rome
Emory Basford
via Metro Paola Rubens 21

JAPAN

Tokyo
Patrick G. Nollet, '51
c/o French Embassy

KUWAIT

Sharq Dasman Area
Thomas W. H. Phelps
International School of Kuwait
10th & 18th Dasman St.

MEXICO

Mexico City
William Adams, III, '44
c/o First National City Bank of New York
Avenida Isabel la Catolica No. 54
Henry Dearborn, *Minister*
American Embassy
Samuel C. Dysart, Jr., '46
c/o Alcomex S.A.
Reforma 403-14°—Piso

PHILIPPINES

Manila
C. Parsons, '41
Box 886

PUERTO RICO

Bayamon
Guillermo E. Gonzalez, Jr., '50
Hastings BA-9, Extension
Garden Hills
San Juan
Ricardo A. Gonzales, '53
G.P.O. Box 2129

SOUTH AFRICA

Selby, Johannesburg
C. Andrew Kaiser, '45
General Electric Bldg.

SPAIN

Madrid
Carlos M. de la Cruz, '59
Int'l Basic Economy Corp.
Antonio Maura, 14

THAILAND

Bangkok
Piya Chakkaphak
572/1 Phasuk Lane

VENEZUELA

Caracas
Alberto J. Vollmer, '42
Edf. Polar-piso 13
Plaza Venezuela

VIRGIN ISLANDS

St. Thomas
George A. Ball, '49
Quick-Pics, Inc.
30 Main St.

STUDENTS—1967-1968

GEOGRAPHICAL REPRESENTATION

Alabama	9	Nebraska	4	Austria	1
Arizona	7	Nevada	1	Bermuda	2
Arkansas	2	New Hampshire	13	Brazil	2
California	35	New Jersey	27	Canada	8
Colorado	6	New Mexico	2	Republic of China	1
Connecticut	79	New York	128	Colombia	1
Delaware	5	North Carolina	25	Dominican Republic	1
District of Columbia	13	North Dakota	1	El Salvador	1
Florida	16	Ohio	28	England	4
Georgia	6	Oklahoma	1	France	1
Illinois	28	Oregon	3	Korea	1
Indiana	2	Pennsylvania	39	Mexico	2
Iowa	13	Rhode Island	9	Pakistan	3
Kansas	2	South Carolina	4	Puerto Rico	3
Kentucky	1	Tennessee	5	Spain	2
Louisiana	4	Texas	8	Syria	1
Maine	10	Utah	3	Venezuela	1
Maryland	12	Vermont	7	Viet Nam	1
Massachusetts	217	Virginia	8	Virgin Islands	1
Michigan	20	Washington	4	West Africa	1
Minnesota	9	West Virginia	2		
Mississippi	2	Wisconsin	2	Total	867
Missouri	6	Africa	1		

CLASSIFICATION

278 Seniors
239 Uppers
219 Lowers
131 Juniors

867 Total Students

797 Boarding Students
70 Day Students

867 Total Students

A

S Abbott, Ernest Bennett
Medford, Mass.
L Aberizk, William Joseph, Jr.
Lawrence, Mass.
U Adair, Fred Lawrence, Jr.
Lancaster, Pa.
J Adams, Ernest Clayton, II
Brookline, Mass.
U Adelberg, Arthur William
New Haven, Conn.
L Adler, Douglas Ochs
New York, N. Y.
L Ahrens, Eric George
Boone, Iowa
S Alessi, Albert Louis
Newton, Mass.
J Allen, Deolis, Jr.
Detroit, Mich.
S Allen, Ernest Marvin, III
Chapel Hill, N. C.
J Allen, Heath Ledward, II
Harrisburg, Pa.
S Allen, Mark Batchelor
Mill Valley, Calif.

U Allen, Thomas Cleaveland
Beverly, Mass.
S Allison, John Simmons, Jr.
Bethesda, Md.
S Amstutz, Jay Thatcher
Lancaster, Pa.
S Anderson, Brandt Charles
Hyannis Port, Mass.
J Anderson, Paul Nathaniel, III
Lakewood, N. Y.
L Anderson, Peter Ford
Akron, Ohio
S Anderson, Robert Gardner, Jr.
Chicago, Ill.
L Anderson, Steven William
Shelbyville, Ill.
J Andrews, David Wallace
South Pasadena, Calif.
S Andrews, Duncan Trumbull
Alexandria, Va.
S Armstrong, Rex Edwin Hamilton
Portland, Ore.
U Ashley, Craig Stanley
Syracuse, N. Y.
L Ayer, Frederick Boyd, II
New York, N. Y.

B

L Babb, Perry Stiling
New Canaan, Conn.
S Bacon, Carter Smith, Jr.
Hyannisport, Mass.
U Bagan, Kenneth Jay
Chicago, Ill.
S Baird, Gordon Prentiss, Jr.
New York, N. Y.
J Bakker, James Richard, Jr.
Littleton, Mass.
L Baldwin, Mark Howard
Old Greenwich, Conn.
L Ballard, Ellis Ames, Jr.
Barrington, Ill.
S Barber, Charles Bradford
Greenwich, Conn.
S Barber, Robert Cushman
Chapel Hill, N. C.
S Barclay, John Whitney
New Haven, Conn.
L Barr, Mark Sydney
New York, N. Y.
U Barron, Wayne Charles
Winthrop, Mass.
L Bates, Charles Carroll
Carmel, Calif.
L Bauer, Fred Anthony Michael
South Norwalk, Conn.
J Bauman, William Carlsen
Larchmont, N. Y.
S Baxter, Peter Carpenter
Simsbury, Conn.
L Beaulieu, Edgar Mark
Methuen, Mass.
U Beck, Gordon Morison
Canton, Mass.
U Bedell, Wallace Canaday, Jr.
Poughkeepsie, N. Y.
L Beilstein, Kenneth Wayne
Herculaneum, Mo.
L Belknap, Peter Carroll
Cos Cob, Conn.
U Bennett, Charles Faulkner
New York, N. Y.
J Bennett, Winslow Wood, Jr.
Vancouver, B. C., Canada
J Ben-Salahuddin, Kim Malik
New York, N. Y.
J Bensley, Peter Durand
Andover, Mass.
U Benson, Robert Granger, Ill
Essex, Conn.
L Bentley, Edward Salisbury, III
Las Vegas, Nev.
U Bernardin, Richard Louis
Andover, Mass.
U Berns, Frederic Andrew
Peabody, Kan.
L Besse, Jonathan Tupper
Fayetteville, N. Y.
S Billings, George Harrington
Falmouth, Mass.
L Bishop, Clarence Morton, Ill
Portland, Ore.
S Blacher, Steven Mark
Stamford, Conn.
J Black, Timuel Kerrigan
Chicago, Ill.
J Blair, Thomas Irving, III
Nashville, Tenn.
S Blake, Kenneth Braden, Jr.
Monroeville, Pa.
J Blasier, Peter Cole
Pittsburgh, Pa.
S Blau, James Gordon
Erie, Pa.
J Bloodgood, Robert Dale
Portland, Ore.
U Bluhm, Jeremy Scott
Kingston, Mass.
L Blum, Stephen Bennett
New York, N. Y.
L Bodine, David Butterfield
Easton, Conn.

J Bok, Curtis
Beverly Hills, Calif.
S Bollinger, John Christopher
Concord, Mass.
J Bonds, Mark Evan
Garden City, N. Y.
L Bonnett, Thomas Nelson
Wellesley Hills, Mass.
L Boone, Sam Wood, Jr.
Maitland, Fla.
S Bossany, Robert John
Chetek, Wis.
J Bostwick, Mark Allen
Kalamazoo, Mich.
L Boyden, Christopher Wayne
Parsippany-Troy Hills, N. J.
S Boyle, John Lennox
Concord, Mass.
S Boynton, Carter Reid
South Dartmouth, Mass.
L Boynton, Charles Irving, 3rd
North Easton, Mass.
U Brainerd, Samuel Thompson
Billerica, Mass.
L Bralley, James Alexander, III
Decatur, Ill.
U Bralski, Alex Peter
Cleveland, Ohio
S Brande, Scott
Altoona, Pa.
L Branscomb, Harvie Hammond
Boulder, Colo.
U Braunlin, Daniel Edward
Dayton, Ohio
L Brenizer, William Stanford
Concord, Mass.
L Brescia, Peter Felix
APO, New York
J Bridges, Andrew Phillip
Atlanta, Ga.
L Briggs, Harry Melvin, Ill.
Methuen, Mass.
U Bro, Per Bjarne
Andover, Mass.
U Brockie, Edward Simmons, III
Englewood, N. J.
S Brod, George Gustave
Bogota 2, Colombia, S. A.
J Broderick, Vincent Joseph
Pelham Manor, N. Y.
S Bromell, Nicholas Knowles
Oyster Bay, N. Y.
L Brown, Melville Stewart
New York, N. Y.
S Brown, Paul Brooks
Andover, Mass.
S Brown, Rodney Wheeler, III
Canton, Mass.
S Brush, William Edward
Omaha, Neb.
S Buchanan, John Grier, III
Sewickley, Pa.
S Burke, Christopher James
New York, N. Y.
J Bush, John Ellis
Washington, D. C.
S Buttenfield, Philip Martin Pfeil
Pittsburgh, Pa.
J Buxton, Douglas Francisco
New York, N. Y.

C

U Cadogan, Stephen John
North Andover, Mass.
U Cagan, Richard Dennis
Florence, S. C.
L Cahill, James Dalton, III
North Hampton, N. H.
L Cahill, Peter duPont
Needham, Mass.
J Cahill, William Peter
North Hampton, N. H.
U Calihan, Robert Barnes
Rochester, N. H.
S Callahan, Leslie Griffin, III
Fort Monmouth, N. J.
S Cambal, Dennis Hayden
Waltham, Mass.
L Cameron, Patrick Kerry
Charlotte, N. C.
J Carlisle, Michael Vadim
Washington, Conn.
S Carr, John Henry, Jr.
Salem, Mass.
L Carrington, Robert Howard
Martinsville, Va.
L Carroll, Anthony John
Old Brookville, N. Y.
U Cartmell, Nathaniel Madison, III
Pelham, N. Y.
J Cashin, Richard Marshall, Jr.
Washington, D. C.
L Castle, Richard DeWindt, Jr.
Rochester, N. Y.
S Cavanagh, David Joseph
Cranston, R. I.
J Caverly, Andrew Dyer
Andover, Mass.
L Celotto, Donald William, Jr.
New Haven, Conn.
L Chamberlin, William Coleman, Jr.
Concord, N. H.
J Chan, Joseph Wah
New York, N. Y.
U Chan, Kenneth
Tucson, Ariz.

J Chandler, Harry Brant
San Marino, Calif.
S Chang, Patrick St. Clair
New York, N. Y.
S Chang, Rowland Waton
Pittsburgh, Pa.
S Chapin, Edward King
Manchester, Conn.
S Chapman, Donald Redding
Kentfield, Calif.
U Chapman, James Westbrook
Farmington, Conn.
J Chessman, Alexander Wallace
Granville, Ohio
U Chmura, Alan Craig
Spokane, Wash.
U Chofnas, Eric Steven
Martinsburg, W. Va.
U Christie, David Brooks
West Halifax, RFD, Vt.
U Church, Thomas Norton
Bethlehem, Pa.
U Clark, John Gilman
Providence, R. I.
L Clarke, Brian Patrick
Gastonia, N. C.
U Claus, John Frederick
Ottawa, Ill.
S Cleary, Neil Augustine
Ipswich, Mass.
U Cleveland, Michael Lambert
New York, N. Y.
U Cline, William Whittenburg
Amarillo, Tex.
S Clinton, Philip Leslie
Andover, Mass.
U Close, Alexander Drummond
Greenwich, Conn.
J Coghlan, Edward Evans
Albany, N. Y.
U Coghlan, James Joseph, III
Albany, N. Y.
L Cohen, David Jonathan
Washington, D. C.
J Cohen, Etahn Micah
Manchester, N. H.
S Cohen, Rip
Milburn, N. J.
L Colburn, Kenneth Hersey
Wakefield, Mass.
U Colby, Seth Bartholomew
New York, N. Y.
U Coleman, Daniel Eugene
Tampa, Fla.
S Comstock, Lyndon Brent
North Muskegon, Mich.
U Conlin, James Alfred
Whittier, Calif.
U Cook, Andrew George
Scotia, N. Y.
J Cook, Paul Wentworth, Jr.
Cranford, N. J.
S Coon, William Putnam
Washington, D. C.
U Copeland, Craig Scott
Kensington, Md.
L Corcoran, Francis Gerald
Philadelphia, Pa.
U Corcoran, Robert Patrick
Cambridge, Mass.
S Craft, Samuel Colvin, III
Menomonee Falls, Wis.
L Craig, Daniel
Tunis, Tunisia
U Crawford, Blake Lawrence
Wilmington, Del.
U Critchlow, Charles Howard
Andover, Mass.
S Crock, Stanley Miles
New Bedford, Mass.
J Crone, Stewart MacWilliam
Houston, Tex.
U Cronin, Anthony Guthrie
Los Angeles, Calif.
L Crosby, Gerrit Lansing
Woodbridge, Conn.
U Crouch, Hubert Adair, III
Tullahoma, Tenn.
L Crouch, Luis Arturo
Santiago, Dominican Republic
L Crowley, Frank Esmond
Hamilton, Mass.
S Crowley, Roland Vincent
Lowell, Mass.
U Cunningham, James Archibald
Quebec 4, P. Q., Canada
L Curley, John Walton
New York, N. Y.
J Curran, Michael Scot
Pittsburgh, Pa.
S Currie, Francis Sparre
New York, N. Y.
S Currin, Henry Randolph, Jr.
Durham, N. C.
S Curtis, Peter Shaw
Boca Raton, Fla.
U Cuthbertson, Edward Raymond
Boxford, Mass.
J Cuthell, David Cameron, Jr.
Washington, D. C.
L Cutler, Lloyd Norton, Jr.
Chevy Chase, Md.
S Czarnecki, John Jacob
Reading, Pa.

D

U Dalrymple, Arthur Scott
Winthrop, Mass.
S Daly, Martin William, Jr.
Andover, Mass.
U Daly, Michael Charles
Chicago, Ill.
S Danforth, David Newlon
Wellesley Hills, Mass.
J Danforth, John Waldemer
Andover, Mass.
S Danforth, William Henry, III
Belmont, Mass.
L Davis, Robert Andrew
Corona del Mar, Calif.
U Davison, Edward Benson
Flint, Mich.
U Dawson, Alan Douglas
Lawrence, Mass.
S Deck, Michael Clemens
West Hartford, Conn.
S DeFelice, Harold Louis, Jr.
Hamden, Conn.
U Degler, Paul Grady
Poughkeepsie, N. Y.
J DeMello, Thomas Williams
Falmouth, Mass.
S Deming, Ellsworth Huntington
Hamden, Conn.
L Deming, John Nelson, Jr.
Hamden, Conn.
L Dempsey, Guy Cary, Jr.
New York, N. Y.
S Denger, Timothy Eugene
Xenia, Ohio
L Denko, John Scott
Amarillo, Tex.
L DeRocco, Paul David
Bridgewater, Mass.
S DesRoches, Daniel Scott
Andover, Mass.
S Devereux, Edward Rickert, Jr.
Ponte Vedra Beach, Fla.
U Dibble, Philo Louis
c/o Postmaster, N. Y.
U Dickson, Daniel Hugh
Miami Shores, Fla.
U Dieterich, David Henry
Winchester, Mass.
J Dillard, James Newell
Millwood, Va.
U Dixon, George Elliott
New Canaan, Conn.
U Dobson, James Jaimet
Milford, Del.
S Doe, Lawrence Conant
Harvard, Mass.
L Domowitz, Ian Harry
Simsbury, Conn.
U Donahue, Douglas Aidan, Jr.
Norwell, Mass.
L Donner, Alexander Brokaw
New York, N. Y.
U Donovan, Charles Stephen
Wakefield, Mass.
J Donovan, Edward Dennis
Wakefield, Mass.
J Dop, Dennis Brian
Lansing, Mich.
S Douglas, Eric Frost
Glendora, Calif.
J Dove, Webster Pope
Beverly, Mass.
L Doyle, Kevin Lawrence Thomas
New York, N. Y.
U Drake, Frederick Ellis, III
Bath, Me.
L Drake, Harry Wilbur Hill
Rochester, N. Y.
S Drake, Jay Davis
Gardner, Mass.
J Dudan, Donald Michael
West Nyack, N. Y.
S DuMez, Richard Alan, Jr.
Schenectady, N. Y.
L DuMez, Robert Irving
Schenectady, N. Y.
S Dunbar, Theodore David
Syracuse, N. Y.
J duPont, Emile Francis, II
Winnetka, Ill.
S Dupont, Jules St. Martin, Jr.
Houma, La.
L Durant, David Woods
Hanover, N. H.
S Durant, Peter Montgomery
Hanover, N. H.

E

L Eakland, Henry Nordling
La Canada, Calif.
J Earthman, Thomas Tyne
Nashville, Tenn.
S Eaton, Jonathan Williams
Washington, D. C.
S Eaton, Theodore Hambleton
Grosse Pointe, Mich.

U	Ebner, Michael Joseph	Providence, R. I.
L	Eccles, Charles Martin	Andover, Mass.
U	Eddy, Edward Danforth, III	Pittsburgh, Pa.
S	Edmundson, Stephen Taylor	Darien, Conn.
S	Ehrlich, Frank Chapman	Kansas City, Mo.
J	Eichner, John Charles	Andover, Mass.
U	Elder, William Scott, III	Metairie, La.
U	Ellis, John Oakes	Salem, N. H.
L	Eng, Michael Furgeson	Tivoli, N. Y.
J	Ennis, David Arthur	Big Falls, Minn.
U	Ensor, David Burnham	London, N. W. 3, England
S	Ermer, Curtis Arthur	Andover, Mass.
S	Esteves, Vernon Xavier	San Juan, P. R.
S	Evans, Peter Seelye	Demarest, N. J.
S	Everett, Davis Burton	Excelsior, Minn.

F

S	Fairley, Alan Hewitt	Riverhead, N. Y.
U	Farnam, James Berwick	Wallingford, Conn.
S	Farrell, Michael O	Salisbury, Mass.
L	Fawcett, Alan Blackwood	Oakville, Ont., Canada
S	Feldman, James Samuel	Waban, Mass.
J	Finch, Charles Baker, Jr.	New York, N. Y.
S	Fink, James Allan	Jackson, Minn.
U	Finley, Madison Kingsmill	Diamond Point, N. Y.
S	Finos, Ralph Peter	Silver Spring, Md.
L	Fisher, Elliott Speer	Cambridge, Mass.
S	Fishman, Kenneth Harris	St. Thomas, Virgin Islands
S	Flad, Ward Beecher	Youngstown, Ohio
S	Fleming, David Andrew	Chatham, N. J.
L	Fliflet, Charles Reider	Washington, D. C.
L	Follansbee, George Little, Jr.	Albuquerque, N. M.
L	Ford, John	Bronx, N. Y.
L	Forsyth, George Keene	Webster, N. Y.
S	Forsyth, Scott Allen	Webster, N. Y.
L	Fox, Peter Boulware	Champaign, Ill.
S	Freedman, Robert Morris	Natick, Mass.
J	French, Jameson Stevens	Andover, Mass.
U	Fuller, William Carl, Jr.	Nashua, N. H.
U	Funkhouser, David Kristen	Concord, Mass.
U	Furse, Robert Austen	Houston, Tex.
L	Fury, Conail Steven	Snoqualmie, Wash.

G

U	Gailliard, Robert Lee	Charleston Heights, S. C.
L	Galbraith, James Kenneth	Cambridge, Mass.
U	Galenson, David Walter	Ithaca, N. Y.
U	Gallett, Peter Anthony	Sturgis, Ky.
S	Ganem, Donald Emil	Methuen, Mass.
L	Ganley, Richard Edward	Lawrence, Mass.
J	Gardella, Christopher Shinn	Weston, Mass.
U	Gardner, Robert Abbe, III	Lake Forest, Ill.
J	Gardner, William Palmer	Barrington, Ill.
L	Garrett, James Harvey, Jr.	Washington, D. C.
S	Garten, Allan Michael	Fort Bragg, N. C.
S	Gaskins, George Decker	Belem, Para, Brazil, S. A.

S Gates, Donald Robert
Des Moines, Iowa

L Gearing, Milton LeRoy, 2nd
Wallingford, Conn.

S Gegenheimer, Peter Albert
Tucson, Ariz.

U Gelb, Lawrence Nason
New York, N. Y.

L Gibbons, Edmund Graham, III
Tuckers Town, Bermuda

J Gillespie, John William, Jr.
Ft. McClellan, Ala.

U Gilligan, Kendall Allen
Sacramento, Calif.

U Ginsburg, Jonathan
Washington, D. C.

S Gladstone, William D.
Scarborough, N. Y.

J Gleason, Douglas Edwin
Branford, Conn.

U Glenn, Lawrence Edward
Greenwich, Conn.

S Goddard, Daniel Convers
Princeton, N. J.

L Golding, Gary Steven
West Hartford, Conn.

L Goldstein, Rodney Louis
Peoria, Ill.

U Goniwiecha, Mark Casimir
Center Line, Mich.

S Gonzalez, Carlos Alberto
Santurce, P. R.

S Goodman, Henry A.
New York, N. Y.

J Goodwin, Brantly Sumner
Chapel Hill, N. C.

S Gordon, John William
Cheshire, Conn.

J Gravallese, David Michael
Andover, Mass.

S Green, Benjamin Paul
Rochester, N. Y.

L Green, Lewis Stephen
Lawrence, Mass.

J Griffin, Richard Wiswall
Salem, Mass.

U Griggs, Douglas Steven
Melrose, Mass.

U Grillo, John Michael
Andover, Mass.

J Grillo, Michael Henry
Andover, Mass.

S Grinberg, Harold David
Pittsburgh, Pa.

U Gross, Henry Robert
Palatine, Ill.

U Gruber, Benjamin Aaron
Salem, N. H.

S Gruner, Robert Barnet
New York, N. Y.

S Gudorf, Scott Norman
Dayton, Ohio

S Gura, Philip Francis
Ware, Mass.

H

U Hafrey, Leigh Gidal
Vienna, Austria

S Hagel, John, III
Coral Gables, Fla.

S Hall, Russell Bruce
Springfield, Va.

J Halley, Peter Rudolph
New York, N. Y.

L Hancock, Sean Jerome
Pengilly, Minn.

S Hansen, Jeffrey Bayard
New Canaan, Conn.

U Hansen, John Mark
Parkers Prairie, Minn.

S Hardegree, Gary Michael
Smyrna, Ga.

U Hardy, Christopher Bartlett
New York, N. Y.

S Harman, James Langmuir
Rowayton, Conn.

L Harman, Thomas Dean
Rowayton, Conn.

U Harper, Stephen Henry
Irvington, N. Y.

U Harris, Albert William, III
Moorestown, N. J.

S Harris, Charles Clements, Jr.
Moorestown, N. J.

L Harris, Nicholas Bennett
New York, N. Y.

S Harrison, Richard Granville
Darien, Conn.

S Hart, Henry Ashton
Bethesda, Md.

S Hart, Kevin Edward
St. Mary's, Pa.

S Hartzell, James Jerome
Gettysburg, Pa.

U Hartzell, Richard William
Kettering, Ohio

S Harward, Vernon Judson, III
Northampton, Mass.

S Havern, Robert Anthony, III
Arlington, Mass.

S Hawkins, John Richard, III
Hudson, N. Y.

U Hawkins, Peter Gregory
Hudson, N. Y.

U Hayden, Jonathan Brewster
Yarmouth, Me.
J Haydock, Walter Howe, III
New York, N. Y.
S Healey, Todd Stephen
Upper Montclair, N. J.
S Hearey, Bruce Gerard
Oaklyn, N. J.
J Hearne, Robert Bickford, Jr.
Dedham, Mass.
U Hearty, James Bowe
Marblehead, Mass.
L Hearty, Owen Eugene
Marblehead, Mass.
L Heidrich, Arthur Grant, 3d
Peoria, Ill.
S Heifetz, Irvin Neil
Andover, Mass.
U Henning, Cameron Hunt
New Haven, Conn.
U Henningsen, Victor William, III
Pelham Manor, N. Y.
S Herman, Randolph Eric
Yonkers, N. Y.
L Herron, Frank Farnum
Worcester, Mass.
J Hewitt, Thomas Denison, II
Calgary, Alta., Canada
L Higbie, Carlton Milo
Grosse Pointe Farms, Mich.
S Hildebrandt, Andrew Wayne
Lawrence, Mass.
L Hinkle, Tobin Hufstader
Santee, Calif.
J Hinks, Peter Pringle
Grosse Pointe, Mich.
J Hinton, Ronald Eugene, Jr.
Evansville, Ind.
S Hodge, Ian Gordon, Jr.
Lancaster, Pa.
L Hoffman, Paul David
Grand Rapids, Mich.
S Hogen, John Elliott Greene
Chappaqua, N. Y.
U Holland, William Welsh
Greenwich, Conn.
U Hollinger, Peter Lewis Bond
Monrovia, Liberia
S Holman, Jonathan Harrison
Larchmont, N. Y.
L Holmes, Christopher
New Paltz, N. Y.
U Hooker, Jonathan Bakewell
Guilford, Conn.
U Hooper, William Jeffrey
Yellow Springs, Ohio
S Hopkins, Brian James
Rome, N. Y.
J Hornsby, Byron Bouchelle
Pensacola, Fla.
U Hosken, John Michael
Lexington, Mass.
L Howes, David Graham
New York, N. Y.
L Hudson, William Lawrence
Concord, Mass.
S Hughes, Bruce Allan
Swampscott, Mass.
L Humphries, Joel Martin
Long Beach, Calif.

I

U Ide, George Everett
Vestal, N. Y.
S Ingram, Alfred Christopher
Chicago, Ill.
S Irwin, Michael James
New Virginia, Iowa
S Ivey, Willie McCoy, Jr.
Newport News, Va.

J

S Jackson, Thomas Humphrey
Kalamazoo, Mich.
U Jacobson, John Frederick, Jr.
Saddle River, N. J.
S Jensen, Frode, III
Riverdale, N. Y.
S Jenssen, Thomas Arthur
Windham, N. H.
S Johanson, David Owen
Wellesley, Mass.
U Johns, Glover Steiner, III
APO, New York, N. Y.
J Johnson, Frederick Spencer, Jr.
Westfield, N. Y.
U Johnson, Gary Russell
Andover, Mass.
U Johnson, John William, III
Langdale, Ala.
U Jones, Albert Lee
Los Angeles, Calif.
U Jones, Charles Andrews, III
Pemberton, N. J.
S Jones, Christopher Bentley
Andover, Mass.
U Jones, William Pickering, Jr.
Darien, Conn.
S Joseph, Jean Paul
San Salvador, El Salvador, C. A.
S Juer, Frederick George
Dolgeville, N. Y.

K

L Kahn, Hamilton Rice
Scarborough, N. Y.
S Kaiser, Julian Stevens, Jr.
Andover, Mass.
S Kaneb, Thomas Abraham
Cornwall, Ont., Canada
J Kannan, Michael Dempsie
Andover, Mass.
U Kaplan, James Ellis
Nanuet, N. Y.
L Karlin, Richard Myer
New Orleans, La.
S Kefferstan, Robert Dick, II
Andover, Mass.
U Kelleher, Hugh Richard
Bradford, Mass.
J Kellogg, Peter Fuller
Weston, Mass.
L Kelly, Mark Carroll
Rye, N. Y.
U Kelsey, James Talcott
Rye, N. Y.
S Kelsey, John Lufkin
Toledo, Ohio
J Kelsey, Peter Baker
Rye, N. Y.
U Kemper, Rufus Crosby, 3rd
Kansas City, Mo.
L Kendall, Richard Becker
Princeton, N. J.
L Kenna, Michael Earl
Greenwich, Conn.
S Kenney, Pardon Robert
Andover, Mass.
J Kent, Bradley Dewey
Andover, Mass.
U Kent, Daniel Leonard
Andover, Mass.
S Key, Richard Ralph
Mexico, D. F., Mexico
U Kiarsis, Victor, Jr.
South Dartmouth, Mass.
S Kibbe, David Chase
Hudson, Ohio
S Kidde, Thomas Sloan
Pasadena, Calif.
U Kilbreth, Jeffrey Lawrence
Garden City, N. Y.
U Kim, Syngcuk
Seoul, Korea
L King, Charles Harding
New City, N. Y.
U Kingsley, James Oliver
Pacific Palisades, Calif.
S Kirkpatrick, William Alexander, Jr.
Carnegie, Pa.
L Kitching, Blair Scott
Topsfield, Mass.
U Kittredge, Charles James, III
Boxford, Mass.
U Knapp, Alfred John, Jr.
Houston, Tex.
S Kneisel, Peter Jeffrey
Hartford, Conn.
U Knorr, David Earl
St. Paul, Minn.
S Knox, Paul Leonard
Newburyport, Mass.
S Koch, Daniel S.
Little Neck, N. Y.
S Kogut, James Henry
Woonsocket, R. I.
S Kohler, Ted Raney
Marion, Ohio
L Korba, John Alan
Andover, Mass.
S Krier, Kenneth Daniel
Canton, Ohio
S Kritzer, Robert Benjamin
Brooklyn, N. Y.
U Kroescher, Thomas Ralph
Salt Lake City, Utah
S Kruse, Robert Virgil
Tucson, Ariz.
J Kuchta, Kurt John
Valley Stream, N. Y.
J Kukielski, David Robert
Omaha, Neb.
U Kunen, Peter Daniel
Marlboro, Mass.
U Kunkle, Daniel Alan
New Kensington, Pa.

L

J Lacey, Kenneth Lee
Wichita, Kan.
U Landry, Alan Sullivan
Andover, Mass.
L Lange, Erwin
Absecon, N. J.
J Langford, Cedric Allen
Chicago, Ill.
L Langworthy, Timothy Harvard
Marblehead, Mass.
S Lanius, Paul Baxter, III
Bridgetown, Barbados, B. W. I.

U Larner, Mark Alexander
Albany, N. Y.
S Latvis, Paul Peter
Lawrence, Mass.
S Laurier, Robert Carl
St. Lambert, Que., Canada
L Leahy, Thomas Anthony
Staten Island, N. Y.
U Lee, James Douglas
Andover, Mass.
J Lee, Vaughan, Jr.
Newtown, Conn.
J Leicht, Eugene Michael
Normandy, Mo.
L Leonardi, Joseph Anthony
Andover, Mass.
L Leone, Nicholas Dean
Hollywood, Fla.
S Lesterlin, Bernard Yves Emile
Vienne, Isere, France
U Levin, Fredric Winstan
Norwich, Conn.
L Lewis, Charles Adams
Morristown, N. J.
S Libby, Irve Lewis, Jr.
Westport, Conn.
S Liberman, Michael Charles
Mansfield Center, Conn.
L Liff, Michael Peter
Adamant, Vt.
U Lightfoote, Johnson Benjamin
Tuskegee, Ala.
S Liles, Coit Redfearn
Wadesboro, N. C.
U Lim, Howard, Jr.
New York, N. Y.
S Lindley, Charles Robert Denver
New York, N. Y.
J Lindsay, David Alexander, Jr.
Huntington, N. Y.
S Lindsay, Ronald Thomas
Charlotte, N. C.
J Lindsay, Stephen Whitney
Syosset, N. Y.
L Little, Joseph Holder
Greensboro, N. C.
S Logan, Richard Dougherty, III
Glendale, Ohio
L Logsdon, John Michael
Hockessin, Del.
J Lombardi, John Leonard
North Andover, Mass.
U Longley, James Bernard, Jr.
Lewiston, Me.
J Loring, George Gardner, Jr.
Manchester, Mass.
U Louie, Eric Kuo-wei
Chicago, Ill.
L Luby, Thomas Stewart
Meriden, Conn.
U Lux, Richard Alan
Andover, Mass.
S Lynch, Dana Hoyt
Jackson, Miss.
S Lynch, James Anthony, Jr.
Stamford, Conn.
S Lynch, James Roger
St. Louis, Mo.
U Lynes, Christopher Roland
Washington, D. C.

M

S McAfee, Thomas Rolland
Toronto 5, Ont., Canada
L McAvity, James Douglas
Birmingham, Ala.
U McAvity, Thomas Malcolm
Birmingham, Ala.
U McBee, Coles Hunter
Andover, Mass.
J McBee, Joel Eaton
Andover, Mass.
L McCallum, Peter Clark
Cold Spring, N. Y.
L McClendon, Freddie Drake
Oakland, Calif.
U McDermott, Charles Joseph
Washington, D. C.
S McGar, Bruce Schuyler
Binghamton, N. Y.
U McGhee, Joseph Richard
Pittsburgh, Pa.
L McGowan, Michael Vincent
Bethel Park, Pa.
S MacGuire, Donald Cameron
Montgomery, Ala.
J McHarg, Richard Owen
Bedford, Mass.
L MacIver, John Robertson
Pittsburgh, Pa.
S McKee, Mark Coveney
Hingham, Mass.
J McLachlan, Robert Scott
Ridgefield, Conn.
L McLellan, George Albert
Lagos, Nigeria
L McLeod, Robert William, Jr.
Lowell, Mass.
S McNealy, Roderick Marshall
Chicago, Ill.
U McVicar, Dwight Morgan
Bedford, N. Y.

U Madsen, Stephen Stewart
Novelty, Ohio
U Mahoney, Patrick Jeremy
White Plains, N. Y.
U Malick, John David
Monroeville, Pa.
L Malone, Robert Emmett, Jr.
Pittsburgh, Pa.
S Mangan, Albert Joseph, Jr.
Lowell, Mass.
S Markley, Herbert James
North Canton, Ohio
S Marshall, Courtney Allen
Machias, Me.
L Marshall, Jeffrey Warren
Greenwich, Conn.
U Marshman, David McGill
Darien, Conn.
S Martz, Robert Graham
Boulder, Colo.
L Mathers, Richard Gale
Knoxville, Ill.
U Matthei, Warren Douglas
Kettering, Ohio
J Maulden, Paul Ranzo
Davidson, N. C.
S Meller, Gary Chester
New York, N. Y.
J Meserole, Gregg Reinholt
Burlington, Vt.
U Meserole, Jere Schenck, Jr.
Burlington, Vt.
J Mesrobian, John Luhrs
Hinsdale, Ill.
U Mesrobian, Robert Bennett
Hinsdale, Ill.
L Michals, Jonathan Bruce
Waban, Mass.
L Mickolus, Edward Francis, Jr.
Westland, Mich.
L Miller, Lawrence Robert
Glenview, Ill.
U Miller, Winlock William
Seattle, Wash.
L Miner, Henry Adam
Englewood, Colo.
J Miner, John Stevens
Andover, Mass.
U Minor, Alfred N.
Richmond, Va.
L Misztal, John
Cleveland, Ohio
L Mitchell, Clark Goodell, II
Denver, Colo.
L Mondano, Frank
Chelsea, Mass.
L Montgomery, Robert Cornelius, III
New Canaan, Conn.
J Mook, William Theodore
Greenwich, Conn.
U Mooney, Brian Curtis
Melrose, Mass.
U Mooney, Timothy John
Devon, Pa.
S Moore, Christopher Haycock
West Hartford, Conn.
U Morey, John Hope, Jr.
Frostburg, Md.
S Moriarty, John James
Andover, Mass.
L Morris, John Waymon
Charlotte, N. C.
S Moseley, Thaddeus Maury
Jacksonville, Fla.
S Motley, Christopher Preble
Davis, Calif.
J Mott, Garret, III
Wilton, Conn.
U Motte, Warren Francis, Jr.
Walpole, N. H.
S Moulin, Albert Edward, III
New Orleans, La.
J Mueller, George Lester
Hollywood, Fla.
S Mulholland, Bernard Joseph
Salem, Mass.
L Munro, James Stevenson, III
Marblehead, Mass.
U Murphy, Howard Charles
Melrose, Mass.
U Murphy, James B., II
New York, N. Y.
J Murphy, Warren Lawrence
San Francisco, Calif.

N

S Nadel, James Oliver
Silver Spring, Md.
S Nedostup, Mark Anthony
Pittsburgh, Pa.
U Nelson, Dirk Brunius Bartlett
Greenwich, Conn.
S Nelson, Paul Michael
Des Moines, Iowa
J Neville, Timothy David
Salt Lake City, Utah
U Newburger, Frank Lieberman, III
Rydal, Pa.
S Nicholls, Dale William
Houghton, Mich.
L Nordeen, Craig William
Davenport, Iowa

S Northrup, David Hays, Jr.
Syracuse, N. Y.
U Nowara, Andreas Alexander
Canton, Ohio
S Nowell, Frederick Nichols, III
Andover, Mass.
U Nuckolls, Richard James
Chapel Hill, N. C.

O

J Oakes, David Thomas
Middleboro, Mass.
S O'Dea, Brian Gibbons
Lowell, Mass.
U O'Donnell, Robert Todd
Westfield, Mass.
U O'Herlihy, Gavan John
Malibu, Calif.
L Olivier, Daniel Dretzka, Jr.
Andover, Mass.
J Olivier, Thomas Tynes
Andover, Mass.
U Oller, Arthur Greenleaf
Newport, R. I.
U Olney, Peter Butler, III
Andover, Mass.
S Olsen, Dwight E. Stephen
Bagley, Minn.
S Olson, Donald Wallace, Jr.
Duluth, Minn.
J Olson, Douglas Donald
Colorado Springs, Colo.
S O'Meara, Robert Matthew
Cedar Rapids, Iowa
S O'Neill, Henry Eaton
Granville, Ohio
L O'Neill, John Huston
Granville, Ohio
S Onerheim, Neil Eric
Ottumwa, Iowa
S Oniskor, Alan Philip
Flushing, N. Y.
S O'Rourke, John Thomas
North Tewksbury, Mass.
J Ose, Lester Ellwood, Jr.
Eldora, Iowa
S Outerbridge, Ira Stuart, III
Pembroke, Bermuda
S Overton, Timothy Merwin, Jr.
Tenafly, N. J.

P

S Paez-Aragon, Alejandro
Mexico 10, D.F., Mexico
S Panetta, Vincent Joseph, Jr.
East Longmeadow, Mass.
U Parcells, Steven Jay
Grosse Pointe, Mich.
S Parker, John Albert, Jr.
Pittsburgh, Pa.
S Parkes, Jonathan Walker
Ann Arbor, Mich.
U Patton, Charles Riley
Asheville, N. C.
S Payne, Douglas Brian
Cedar Grove, N. J.
L Peck, Charles Edward, Jr.
Perrysburg, Ohio
U Peck, Hubert Raymond, III
Radnor, Pa.
J Pelletier, Stephen Dominque
Andover, Mass.
J Pepin, Frederic Victor
Dracut, Mass.
U Perdue, David King
Port Washington, N. Y.
J Perkins, Charles, III
West Bridgewater, Mass.
L Perkins, Romerio Dorianzo
Tallahassee, Fla.
S Pertnoy, Sidney Mark
Miami Beach, Fla.
U Peters, Daniel Stott
Chestnut Hill, Mass.
L Peters, Frederick Warburg
New York, N. Y.
U Peterson, Harries-Clichy, Jr.
Los Altos Hills, Calif.
U Pfeifle, Harold Franklin
Kingfield, Me.
U Pfeifle, Louis Charles
Kingfield, Me.
L Phillips, Jonathan Owen
Oxford, Ga.
S Pickett, Russell Ames
Westwood, Mass.
L Pieters, Albert Stephen
Andover, Mass.
U Plummer, David Leighton
Charlotte, N. C.
L Poirier, Marc Raymond
Durham, N. C.
S Ponti, Joseph Francis
Andover, Mass.
S Powell, Daniel Winston
Houlton, Me.
J Pratt, George Woodman, III
Wayland, Mass.

S Pratt, Robert Tucker
St. John's, N. F., Canada
J Prelinger, Richard
New Haven, Conn.
S Proctor, Richard David
Greenwich, Conn.
U Pugh, George Arthur, II
Youngstown, Ohio
S Pullen, Vincent Paul
New Canaan, Conn.
L Pynchon, John Forrest
Winthrop, Me.

Q

L Quinby, James Leighton
Greenwich, Conn.
J Quinlan, Mark
Jaffrey, N. H.
S Quinlan, Michael Owen
Northboro, Mass.
S Quinlan, Peter Thomas
Tucson, Ariz.

R

J Rafferty, Pierce
West Hartford, Conn.
J Ramey, Allan Anthony, Jr.
Lawrence, Mass.
U Randazzo, Richard Lee
North Andover, Mass.
S Rawson, Christopher Bennett
Riverside, Conn.
U Raymond, Andrew Joseph
Trenton, N. J.
L Read, Dale Thomas
Cleveland, Ohio
U Read, Richard Rollins, Jr.
Mt. Kisco, N. Y.
U Reddersen, Brad Rawson
Glenview, Ill.
J Rees, William Bridgman
Andover, Mass.
L Remmel, Harmon Lawrence
New York, N. Y.
U Renvyle, Rodney Christian
Johnstown, N. Y.
L Revord, Paul David
Omaha, Neb.
U Reynolds, Robert MacAlpine
Princeton, N. J.
S Rice, Robert Blair
Fitchburg, Mass.
U Richardson, Harold Leonard, III
Ross, Calif.
S Richardson, James Powell
Houston, Tex.
S Richmond, Scott Louis
Malden, Mass.
S Ristuccia, Joel Manuel
Andover, Mass.
L Ristuccia, Matthew Paul
Andover, Mass.
J Robinson, Darryl Artis
New York, N. Y.
L Robinson, Frederick James, III
Grosse Pointe Farms, Mich.
L Rogers, James Franklin
Easton, Pa.
S Rogers, James Slocum
New York, N. Y.
S Rogers, Walter Irving
Denmark, S. C.
U Rollings, Bradley Kelley
Tucson, Ariz.
L Rollins, Donald Bacon
Tucson, Ariz.
U Romano, Anthony, II
Livingston, N. J.
L Rose, Richard Snydam
Lock Haven, Pa.
S Rosen, Neal Anthony
Waterloo, Iowa
L Rosenzweig, Jeffrey Marx
Hot Springs, Ark.
L Ross, David Lee
Durham, N. C.
S Ross, James Barnet
Providence, R. I.
L Roth, William Hartley
Sidney, Ohio
U Roversi, Robert Goodwin
Andover, Mass.
J Royce, Harrison Schuyler, III
Andover, Mass.
J Rueter, Matthew Cushing
Manchester, Mass.
L Russo, John Joseph, II
Los Angeles, Calif.
J Rutherford, Andrew Little
Waterville, N. Y.
L Rutherford, George Little, III
Waterville, N. Y.
U Rutherford, Richard Woodson
New Canaan, Conn.
L Rynne, Elmer Paul, Jr.
Lowell, Mass.

S

U St. Lawrence, Christopher Peter
Suffern, N. Y.
U Sabl, John Jeral
Los Angeles, Calif.
J Sachs, Peter Nathan
Rochester, N. Y.
L Sagaser, David D.
Andover, Mass.
S Samp, Frederick Sullivan
Cambridge, Mass.
L Samp, Richard Abbott
Cambridge, Mass.
L Samsel, Peter Warren
Pittsfield, Mass.
J Samson, David
Princeton, N.J.
S Samson, Hugh Willett
Princeton, N. J.
U Samson, Peter
Princeton, N. J.
L Samuels, Stephen Lee
Paragould, Ark.
U Sanford, Richard Frederick
Woodstock, Vt.
U Sautters, Robert Frederick, II
North Canton, Ohio
L Sawabini, Frederick Lack
Burlington, Vt.
S Sawyer, James Kelsey
Dalton, Mass.
J Schatz, George Edward
Pittsburgh, Pa.
L Scherr, Albert Edward, IV
Williamstown, Mass.
U Schink, William Bennett
River Forest, Ill.
J Schneider, Ronald Joseph
Dallas, Iowa
S Scholes, John
Churt, Farnham, England
S Schumacher, Thomas Donn
Grand Forks, N. D.
L Seaver, Brigham Robert
Cooperstown, N. Y.
U Sedgwick, David Williams
New York, N. Y.
J Seero, Dana John
King of Prussia, Pa.
S Segarra, Juan Enrique
San Juan, P. R.
S Selander, Robert William
Southborough, Mass.
L Selby, Norman Cannan
New York, N. Y.
L Senft, Stephen Lamont
Woods Hole, Mass.
U Shannon, James Michael
Lawrence, Mass.
L Shea, James Lindsay
Baltimore, Md.
L Sheeline, Christopher White
Huntington, N. Y.
U Sheffield, John Charles
Detroit, Mich.
S Sherman, Scott Merritt
Andover, Mass.
J Sherrill, Stephen Carter
New York, N. Y.
L Sherwood, Robert Breckenridge, Jr.
Branford, Conn.
U Sherwood, Robert Kilpatrick, Jr.
Bethesda, Md.
S Shiner, Christopher Scott
Pompano Beach, Fla.
L Short, David Hosley
Cohasset, Mass.
S Short, Raymond Calistus, Jr.
Bridgeville, Del.
S Shu, Steven Wesley
Charlotte, N. C.
L Shulman, Michael Thomson
New York, N. Y.
S Shuman, John Curtis
Longmeadow, Mass.
L Sibal, John Woodruff
Norwalk, Conn.
J Siegel, Thomas Jay
Scarsdale, N. Y.
S Sinclaire, Peter Edgecomb
Ridgewood, N. J.
U Singleton, Kimberley Philip
Amherst, Mass.
L Skinner, Graham Taber
McLean, Va.
U Smith, Charles Browning
Ogden, Utah
U Smith, Charles Christopher
Waban, Mass.
L Smith, Frederick Hewitt
Burlington, Vt.
U Smith, Gary Dean
Andover, Mass.
U Smith, Jeremiah Elijah
LaGrange, Ga.
J Smith, Lincoln
Cohasset, Mass.
S Smith, Sumner Merrill
Cohasset, Mass.
U Smith, Thomas Dickson
Wellesley Hills, Mass.
L Smith, Timothy Dunham
Wilton, Conn.

L Smith, Timothy Meckley
Old Greenwich, Conn.
L Smyke, Edward John, Jr.
Decatur, Ga.
U Snelling, Mark Hornor
Shelburne, Vt.
L Sorota, Peter Alan
Andover, Mass.
S Soule, Richard Mansfield
Andover, Mass.
S Spaeth, Walter MacNeille
Elizabeth City, N. C.
S Spalding, Richard Coxe
Fort Lee, N. J.
S Spear, Brian Hartwell
Warcester, Mass.
S Spears, André Mark
Riverdale, N. Y.
U Sperry, Leonard Thomas
Port Chester, N. Y.
S Spindler, James Andrew
Morgantown, W. Va.
U Spitz, William Taylor
New York, N. Y.
J Spruel, James, Jr.
Baton Rouge, La.
S Staley, Andrew, Jr.
Providence, R. I.
L Stapleton, Ethan Carroll
Little Compton, R. I.
J Steinberg, James Braidy
Brockton, Mass.
U Steinert, Roger Francis
Andover, Mass.
L Steinway, Henry Engelhard
New York, N. Y.
U Stern, Sidney Joseph, III
Greensboro, N. C.
S Stevens, Alanson Paul
Andover, Mass.
U Stevens, Mark Whitney
Washington, D. C.
J Stevenson, Malcolm Harrison
Lake Bluff, Ill.
S Stevenson, Richard Dill, Jr.
Lake Bluff, Ill.
L Stewart, Bruce Norman
Huntington, N. Y.
U Stewart, Elliott Lewis
Crawfordsville, Ind.
L Stewart, Leonard Cassell
Birmingham, Ala.
U Stewart, Richard Warren
Maquoketa, Iowa
J Stockwell, Ernest Farnham, III
Dover, Mass.
S Stokely, James Rorex, III
Newport, Tenn.
L Stone, Harold Andrew
Pittsburgh, Pa.
L Stover, James Walter
Lincoln, Neb.
U Strauss, John Ansel
Scarsdale, N. Y.
U Strebeigh, Waring Marshall
Nonquitt, Mass.
S Stulgis, Jonathan William
Andover, Mass.
S Suen, Theodore Michael
New Canaan, Conn.
S Sullivan, Denis Paul
Arlington, Mass.
L Sullivan, James Thomas
Malden, Mass.
U Sullivan, Stephen Matthew
Andover, Mass.
J Sullivan, Steven Garrett
Tubac, Ariz.
L Swanson, Mark Douglas
Red Oak, Iowa
L Swarbrick, Thomas Wilbur
Lawrence, Mass.
S Swope, George Steel, Jr.
Lake Forest, Ill.
J Symosek, Peter Francis
Andover, Mass.

T

J Tacconi, Jeffrey Richard
Ballardvale, Mass.
U Tammen, John George, Jr.
Newark, Ohio
U Tansey, Charles Dennis
San Jose, Calif.
U Tasch, Edward Bennett
Stamford, Conn.
U Tavares, Manuel Enrique, Jr.
New York, N. Y.
U Taylor, Stephen Emlyn
New Haven, Conn.
L Taylor, Waller, III
San Marino, Calif.
S Tellis, Christopher Alexis
Sausalito, Calif.
U Thomas, Evan Welling, III
Huntington, N. Y.
S Thomas, Michael Francis
West Roxbury, Mass.
L Thompson, Charles Ross
Granite Falls, Minn.
S Thompson, Douglas Crawford
Sao Paulo, Brazil, S. A.

S Thompson, Robert Bryan
Framingham, Mass.
L Thorndike, Theodore Baker
Chestnut Hill, Mass.
L Thornton, James Scott
Sewickley, Pa.
L Thornton, John Rains
Sewickley, Pa.
J Threadgold, Giles Kevin
Newtonville, Mass.
S Thulin, Charles Harrison
Monroeville, Pa.
L Thurber, Steven Anderson
Nashua, N. H.
U Tibbetts, David Allen
Lawrence, Mass.
U Tittmann, Paul Taylor
Berkeley, Calif.
L Tolan, John Justin
Pocahontas, Iowa
S Tomassi, John
San Francisco, Calif.
L Tourtellotte, Gary Howard
Danielson, Conn.
L Tow, Christopher Yat
Providence, R. I.
J Tracy, Harry Mercer
West Newton, Mass.
U Trager, Barry Marshall
Bangor, Me.
L Treadwell, Thomas Leigh
Lowell, Mass.
L Tresemer, John Philip
Fort Lauderdale, Fla.
U Truelove, John Martin
Norwell, Mass.
U Tucker, Bruen Watkins
Pass Christian, Miss.
S Turk, Daniel
Danbury, Conn.
S Turner, Michael Peter
Melrose, Mass.
L Tweedy, Richard Burr, Jr.
Darien, Conn.

U

U Uhl, Lawrence Edward
Padroni, Colo.
L Underwood, David Clark
Portville, N. Y.
L Upton, Bernard Ray
Germantown, Ohio
L Upton, Bradley Canfield
Oak Ridge, Tenn.
L Upton, Gordon Allen
Darien, Conn.

V

S Van Cleave, Kent Bowen
Carlsbad, N. M.
L Van der Horst, Charles Michael
Olean, N. Y.
U van Oss, Alexander
Washington, D. C.
L Vaughan, Christopher Reid
Barcelona 6, Spain
L Vine, Stephen Michael
Princeton, N. J.
U Volker, James Robert
Andover, Mass.

W

U Wagner, John, Jr.
East Lansing, Mich.
J Wagner, Robin
East Lansing, Mich.
U Wagner, Bradford Allan
West Hartford, Conn.
U Walker, Frederick Burgess, II
Needham, Mass.
U Wall, James Edward, Jr.
Durham, N. C.
S Wallace, Robert Weldon
Baltimore, Md.
J Ward, Donald Eugene
Kansas City, Mo.
L Warden, Thomas Alan
Midland, Tex.
S Warnecke, Rodger Cushing
San Francisco, Calif.
S Warren, Caleb Thomas
Housatonic, Mass.
S Warren, D'Arcy Paul
Chappaqua, N. Y.
J Warren, Ethan Lyman
Housatonic, Mass.
U Washington, Willie James
Birmingham, Ala.
J Waterman, Frederick Waters, IV
Hillsborough, Calif.
L Watkins, Frank Thomas, III
Groton, Conn.
S Watkins, John Morton
Chapel Hill, N. C.
S Watling, William Wright
Santa Barbara, Calif.
U Watson, Andrew Blanchard
APO, San Francisco, Calif.
L Watson, Edward Bunge
Litchfield, Conn.
L Wattles, Thomas George
Rockford, Ill.

S Weil, Mitchell Alan
Chicago, Ill.
U Weil, Robert Schoenhof, II
Montgomery, Ala.
L Weinberg, Donald Paul
Scarsdale, N. Y.
J Weiner, Stephen Brooks
Andover, Mass.
S Weiss, Thomas Lynn
Fort Lauderdale, Fla.
U Weston, Craig Douglas
Detroit, Mich.
L Wexler, Andrew Mark
Leominster, Mass.
S Wheaton, Scott Rodgers, Jr.
Poughkeepsie, N. Y.
S Whipple, Christopher Todd
North Grafton, Mass.
S White, Augustus Thorburn
New York, N. Y.
U White, Stephen Elliot
Chestnut Hill, Mass.
S Whitehead, Howard Judson
Melrose, Mass.
L Willand, Charles Allen
Andover, Mass.
U Willens, Howard Joseph
Bayside, N. Y.
J Williams, Andrew Hamilton
Springfield, Mass.
U Williams, Carl Hitchcock
Seattle, Wash.
U Williams, Charles Gallup, II
Fairfield, Conn.
L Williams, Peter Harold
Saigon, Vietnam
U Willis, Robert Blair
Manset, Me.
S Wilson, Andrew Murray
Fayetteville, N. Y.
U Wilson, Blake Weldon
Washington, D. C.
U Wilson, Charles Lander
London, S. W. 7, England
S Wilson, James Milton, Jr.
Corpus Christi, Tex.
L Wingerd, Fredric Noble
Wallingford, Conn.
S Winship, Michael Bancroft
APO New York, N. Y.
U Winship, Nathaniel Hayford
APO New York, N. Y.
L Winslow, Kenelm Edward
Meriden, Conn.
L Wise, Peter George
San Pedro, Calif.
S Wolf, Stewart George, III
Oklahoma City, Okla.
J Wolfe, Douglas Earl
Riverside, Conn.
L Wood, Robert Lewis
Worcester, Mass.
U Wood, Thomas Benton
Reston, Va.
S Woolsey, John Munro, III
Cambridge, Mass.
S Wright, Clifford Ramsey, III
Santa Barbara, Calif.
L Wyman, Charles David
Belmont, Mass.

Y

L Young, Christopher Oakman
Watertown, Mass.
S Young, Peter Franklin
Northampton, Mass.
S Young, William Johnson, III
Baltimore, Md.
L Yount, Joseph Eugene
Lenoir, N. C.
S Yule, James Gray
North Andover, Mass.

Z

L Zager, Joseph Paul
Griffin, Ga.
U Zimmern, William Albert, Jr.
Pensacola, Fla.
J Zorthian, Gregory Jannig
APO, San Francisco, Calif.

Schoolboys Abroad — Rennes, France

U Gores, Karl Landis
New Canaan, Conn.
U Layton, Charles Lewis
New York, N. Y.
U LeGendre, Stephen Mark
Andover, Mass.

Schoolboys Abroad — Barcelona, Spain

U Cunningham, Thomas Allen
Portland, Ore.
U Glenn, Bruce Owen
Arvada, Colo.
U McGinnis, James William, Jr.
Cary, N. C.
U Tuttle, Arthur Farwell, III
Monson, Mass.

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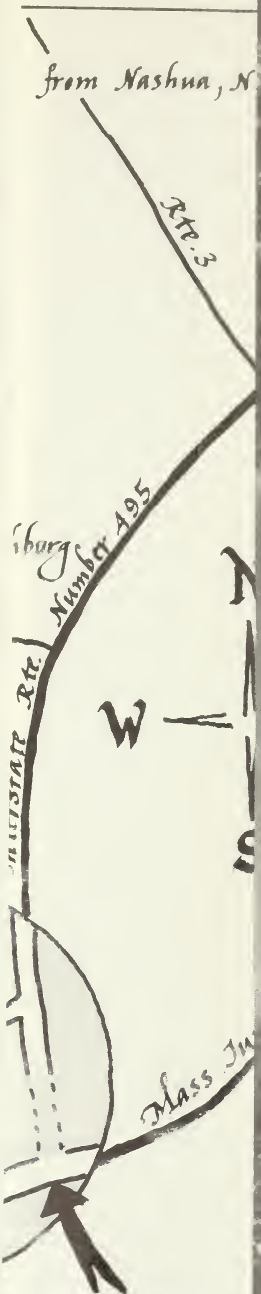
QUEEN CITY PRINTERS INC., BURLINGTON, VERMONT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Approaches to
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Andover, Mass.

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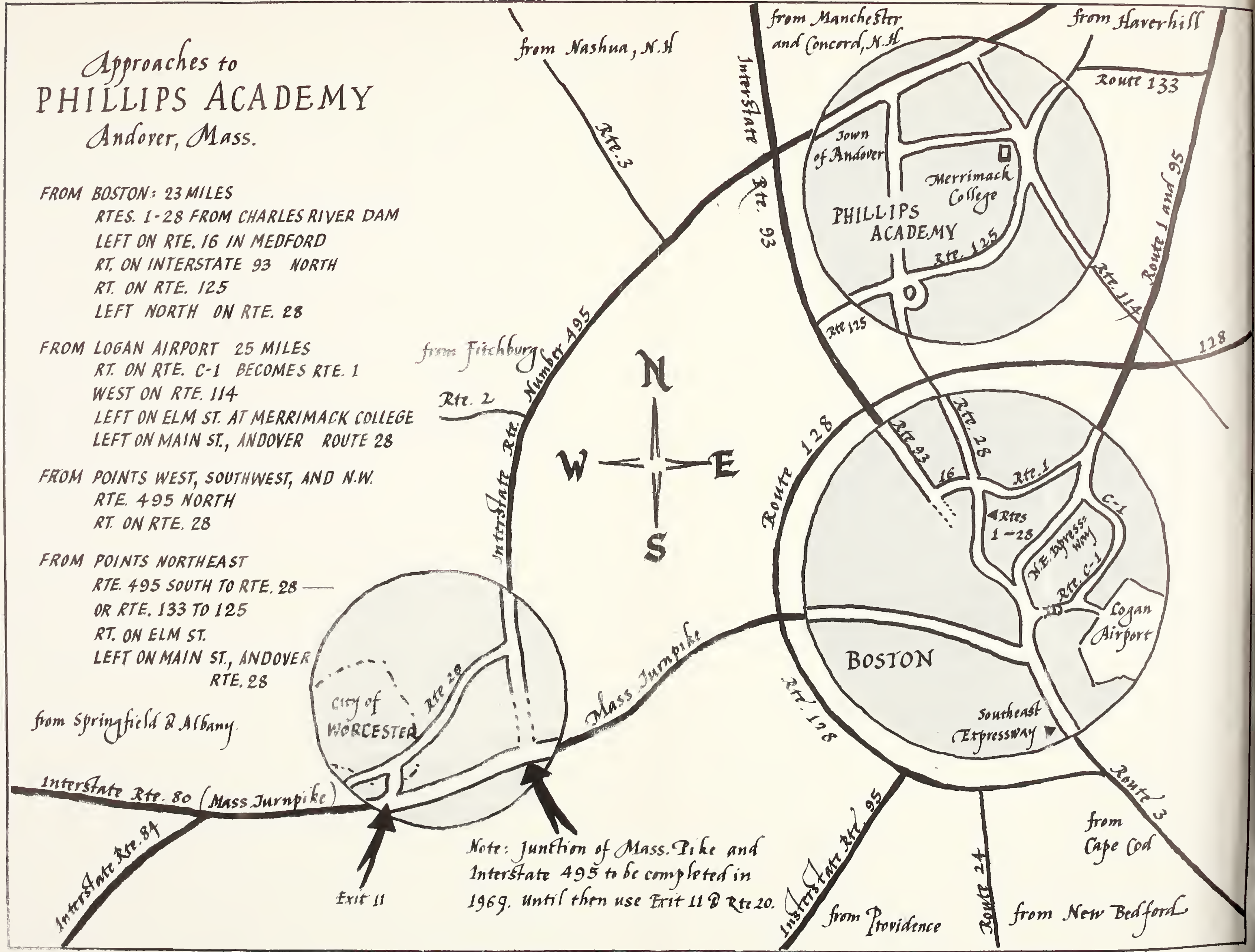
- RT. ON INTERSTATE 93 NORTH
- RT. ON RTE. 125
- LEFT NORTH ON RTE. 28

FROM LOGAN AIRPORT 25 MILES
- RT. ON RTE. C-1 BECOMES RTE. 1
- WEST ON RTE. 114
- LEFT ON ELM ST. AT MERRIMACK COLLEGE
- LEFT ON MAIN ST., ANDOVER ROUTE 28

FROM POINTS WEST, SOUTHWEST, AND N.W.
- RTE. 495 NORTH
- RT. ON RTE. 28

FROM POINTS NORTHEAST
- RTE. 495 SOUTH TO RTE. 28 —
- OR RTE. 133 TO 125
- RT. ON ELM ST.
- LEFT ON MAIN ST., ANDOVER RTE. 28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Town of Andover
Merrimack College
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Rte. 114
Route 1 and 95
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from Fitchburg
Number 495
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16
Rte. 1
C-1
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Rte. C-1
Logan Airport
BOSTON
Southeast Expressway
Rte. 128
Route 3
from Cape Cod
from New Bedford
Route 24
from Providence
Interstate Rte. 95
Mass Turnpike
City of WORCESTER
Rte 20
Interstate Rte. 80 (Mass Turnpike)
Interstate Rte. 84
from Springfield & Albany
Exit 11

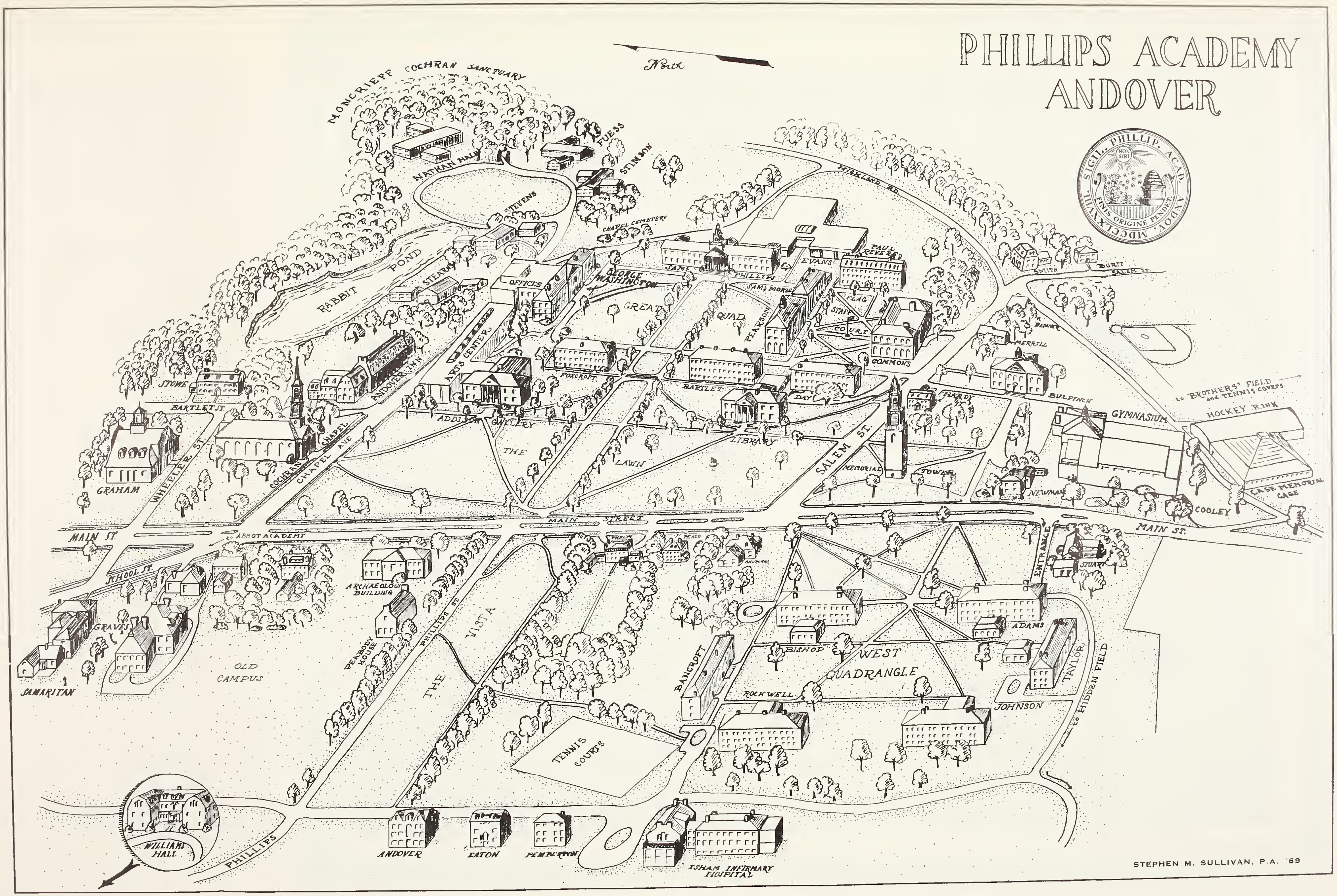
Note: Junction of Mass. Pike and Interstate 495 to be completed in 1969. Until then use Exit 11 & Rte 20.

PHILLIPS ACADEMY
ANDOVER

1970

CATALOGUE

PHILLIPS ACADEMY ANDOVER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STEVENS
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SAM'L PHILLIPS
EVANS
PAUL REVERE
SAM'L MORSE
GREAT QUAD
PEARSON
FLAG STAFF COURT
COMMONS
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LIBRARY
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CHAPEL AVE
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to BROTHERS' FIELD and TENNIS COURTS
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to ABBOT ACADEMY
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PEABODY HOUSE
CHURCH
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STUART
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OLD CAMPUS
SAMARITAN
PHILLIPS ST.
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to HIDDEN FIELD
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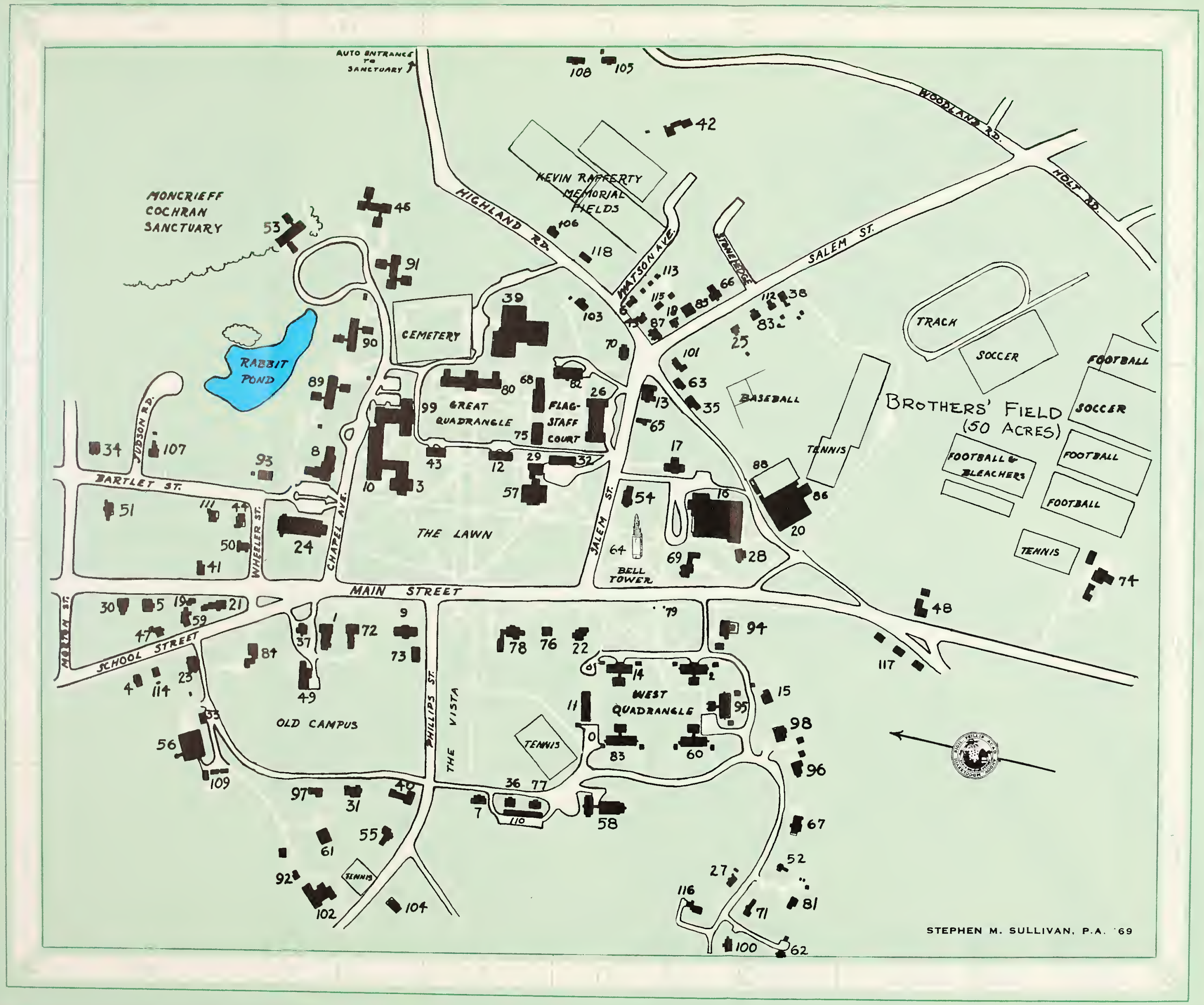
STEPHEN M. SULLIVAN, P.A. '69

PLEASE SEE REVERSE SIDE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OLD CAMPUS
PHILLIPS ST.
THE VISTA
WEST QUADRANGLE
STEPHEN M. SULLIVAN, P.A. '69

ALPHABETICAL KEY

1.	Abbat Hause	4-B
2.	Adams Hall	4-E
3.	Addison Gallery of American Art	3-B
4.	Alumni House	4-A
5.	America House	4-A
6.	Anderson Hause	2-D
7.	Andover Cottage	5-C
8.	Andover Inn	3-B
9.	Archaealogy Building	4-B
10.	Arts & Communications Center	3-B
11.	Bancraft Hall	4-D
12.	Bartlet Hall	3 C
13.	Benner Hause	3-D
14.	Bishop Hall	4-D
15.	Blanchard Hause	4-E
16.	Borden & Memarial Gym	3-E
17.	Bulfinch Hall	3-E
18.	Burtt Hause	2-E
19.	Carter Hause	4-A
20.	Case Memarial Building	3-E
21.	Cheever Hause	4-A
22.	Churchill Hause	4-D
23.	Clement House	4-A
24.	Cachran Church	3-B
25.	Cole House	2-E
26.	Commans	3-D
27.	Camstack House	5-E
28.	Coaley House	4-E
29.	James S. Copley Wing	3-C
30.	Cay House	4-A
31.	Davison House	5-B
32.	Day Hall	3-D-
33.	Draper Cattage	4-A
34.	Eastham House	3-A
35.	Eastman House	3-E
36.	Eatan Cottage	5-C
37.	Engineering Office	4-B
38.	Erving Hause	2-E
39.	Thomas M. Evans Hall	2-C
40.	Farrar Hause	5-B
41.	Fay Hause	4-A
42.	Farbes House	1-E
43.	Foxcraft Hall	3-C
44.	French Hause	3-A
45.	Frost Hause	2-D
46.	Fuess Hause	2-B
47.	Goodhue Hause	4-A
48.	Gauld Hause	4-F
49.	Graves Hall	4-B
50.	Graham House	4-A
51.	Greene House	3-A
52.	Greenough Hause	5-E
53.	Nathan Hale House	2-A
54.	Hardy Hause	3-D
55.	Hayward House	5-B
56.	Heating & Lighting Plant	4-A
57.	Oliver Wendell Halmes Library	3-C
58.	Isham Infirmary Hospital	5-D
59.	Jacksan House	4-A
60.	Johnson Hall	4-E
61.	Junior Hause	5-B
62.	Lawell House	5-E
63.	McCurdy Hause	3-D
64.	Memarial Tawer	4-D
65.	Merrill House	3-D
66.	Maady House	2-E
67.	Maorehead Hause	5-E
68.	Samuel F. B. Morse Hall	3-C
69.	Newman Hause	4-E
70.	Newtan-Hinman Hause	2-D
71.	Palmer House	5-E
72.	Park Hause	4-B
73.	Peabody House	4-B
74.	Pearsan Farm	4-F
75.	Pearsan Hall	3-C
76.	Pease Hause	4-D
77.	Pembertan Cottage	5-C
78.	Phelps Hause	4-C
79.	Phillips Gate	4-E
80.	Samuel Phillips Hall	3-C
81.	Quincy Hause	5-E
82.	Paul Revere Hall	3-D
83.	Rackwell House	4-D
83a.	Salem Hause	2-E
84.	Samaritan House	4-A
85.	Seminary House	2-E
86.	Ray A. Shepard Wing	3-E
87.	Smith Hause	2-D
88.	Summer Smith Artificial-Ice Hackey Rink	3-E
89.	Alfred E. Stearns House	3-B
90.	Abbat Stevens Hause	2-B
91.	Henry L. Stimsan House	2-B
92.	Statt Cattage	5-B
93.	Stowe House	3-A
94.	Stuart House	4-E
95.	Taylar Hall	4-E
96.	Thampson House	5-E
97.	Tilton House	5-B
98.	Jewett Tucker Hause	4-E
99.	Gearge Washington Hall	3-B
100.	Weld Hause	5-E
101.	Wendell House	3-E
102.	Williams Hall	5-B
103.	Willis Hause	2-D
104.	Willistan Hause	5-B
105.	Wisconsin House	1-D
106.	Woods Cottage	2-D
107.	Woods Hause	3-A
108.	Woalley Hause	1-D
109.	Work Shaps	5-A
110.	16-Stall garage	5-C
111.	87 Bartlet St.	3-A
112.	43 Salem St.	2-E
113.	1-3-5 Highland Wayside	2-D
114.	14 Schaal St.	4-A
115.	59 Highland Rd.	2-D
116.	House not owned by Academy	5-E
117.	1-3-5 Hidden Rd.	4-F
118.	75 Highland Rd.	2-D

PLEASE SEE REVERSE SIDE

CATALOGUE

PHILLIPS ACADEMY

Andover, Massachusetts

1970

ONE HUNDRED NINETY-SECOND YEAR

Published by Phillips Academy, Andover, Massachusetts 01810

The Heart of the Campus

1969

SEPTEMBER

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CALENDAR

SCHOOL YEAR 1969-1970

Fall term begins	Friday, September 19, 1969
Mid-term Rating	Wednesday, October 29
Long Thanksgiving weekend	Wednesday, November 26, to 5:00 p.m. on Sunday, November 30
Fall term ends	Thursday, December 18

CHRISTMAS RECESS—19 days

Winter term begins	8:00 p.m., Tuesday, January 6, 1970
Long weekend	Friday-Sunday, February 13-15
Winter term ends	Thursday, March 19

SPRING RECESS—19 days

Spring term begins	8:00 p.m., Tuesday, April 7
Long weekend	Friday-Sunday, May 8-10
Examinations end	Thursday, June 11
Commencement	Friday, June 12

SUMMER SESSION—1970

Summer session begins	Wednesday, July 1
Summer session ends	Thursday, August 13

SCHOOL YEAR—1970-1971

Fall term begins	Friday, September 18, 1970
Fall term ends	Thursday, December 17

CHRISTMAS RECESS—19 days

Winter term begins	8:00 p.m., Tuesday, January 5, 1971
Winter term ends	Thursday, March 18

SPRING RECESS—19 days

Spring term begins	8:00 p.m., Tuesday, April 6
Examinations end	Thursday, June 10
Commencement	Friday, June 11

SUMMER SESSION—1971

Summer session begins	Wednesday, June 30
Summer session ends	Thursday, August 12

TRUSTEES

DONALD HOLMAN McLEAN, JR. ’28, LL.B. *Elected 1958, Elected President 1968*	Brookline
JOHN MASON KEMPER, A.M., L.H.D., Litt.D., LL.D., *Clerk* *Elected 1948*	Andover
CHARLES STAFFORD GAGE ’21, A.M., *Treasurer* *Elected 1952, Elected Treasurer 1966*	New Haven, Conn.
BROMWELL AULT ’18, S.B. *Elected 1953*	New York, N.Y.
JOHN USHER MONRO ’30, A.B. *Elected 1958*	Birmingham, Ala.
THOMAS LEE PERKINS ’24, LL.B. *Elected 1959*	Rye, N.Y.
ROBERT LIVINGSTON IRELAND III ’38, A.B. *Elected 1960*	New York, N.Y.
MILTON STEINBACH ’20, S.B. *Elected 1966*	New York, N.Y.
GEORGE HERBERT WALKER BUSH ’42, A.B. *Elected 1967*	Houston, Tex.
JOHN LEWIS COOPER ’31, A.B. *Elected 1968*	Needham
PHILIP KIRKHAM ALLEN ’29, A.B. *Elected 1969*	Andover
CHARLES APPLETON MEYER ’35, A.B. *Elected 1969*	Washington, D.C.
GERARD PIEL ’33, A.B., D.Sc., Litt.D., L.H.D., LL.D. *Elected 1969*	New York, N.Y.

ALUMNI TRUSTEES

GILBERT DUTTON KITTREDGE ’42, B.E. *Elected 1967 for three years*	Dalton
WILLIAM SPERRY BEINECKE ’32, LL.B. *Elected 1968 for three years*	Summit, N.J.
WILLIAM WADE BOESCHENSTEIN ’44, S.B. *Elected June 1969 for three years*	Perrysburg, Ohio
ARLEIGH DYGERT RICHARDSON III ’40, Ph.D. *Ex Officio for one year as President of the Alumni Association*	Concord

TRUSTEES EMERITI

CHAUNCEY BREWSTER GARVER ’04, LL.B. *1947-1960*	Oyster Bay, N.Y.
SUMNER SMITH ’08, A.B. *1956-1960*	Lincoln
HENRY WISE HOBSON ’10, D.D., LL.D. *1937-1966 (President 1947-1966)*	Cincinnati, Ohio
JAMES PHINNEY BAXTER, 3rd ’10, Ph.D., Litt.D., L.H.D., D.Sc., LL.D. *1942-1966*	Williamstown
FREDERICK GOODRICH CRANE ’15, A.B. *1957-1967*	Dalton
STEPHEN YOUNG HORD ’17, A.B. *1963-1968*	Lake Forest, Ill.
JOHN PETERS STEVENS, JR. ’15, A.B. *1948-1969 (President 1966-1968)*	South Plainfield, N.J.

PHILLIPS ACADEMY

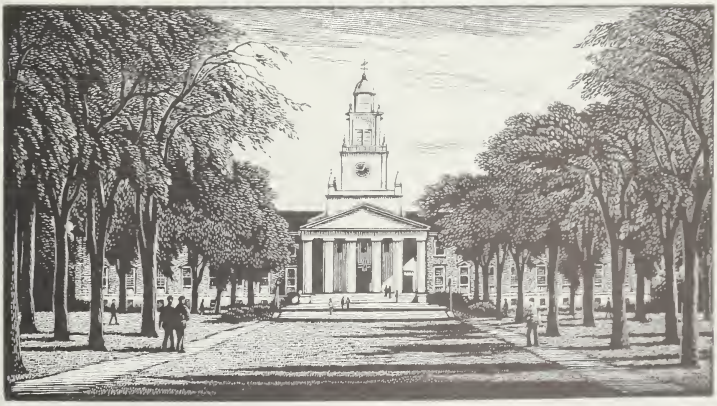
Founded in 1778 by

Samuel Phillips
John Phillips, LL.D.
Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778–1786
EBENEZER PEMBERTON, LL.D.	1786–1793
MARK NEWMAN, A.M.	1794–1809
JOHN ADAMS, LL.D.	1810–1833
OSGOOD JOHNSON, A.M.	1833–1837
SAMUEL H. TAYLOR, LL.D.	1837–1871
FREDERIC W. TILTON, A.M.	1871–1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873–1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903–1933
CLAUDE M. FUESS, Ph.D., L.H.D., LL.D.	1933–1948
JOHN M. KEMPER, L.H.D., Litt.D., LL.D.	1948–



The Headmaster and Mrs. Kemper

FACULTY

John Mason Kemper, A.M., L.H.D., Litt.D., LL.D. *Headmaster*	Elected 1948
George Franklin French, A.M. *Instructor in French, Emeritus*	Andover 1907-1944
Alice Thacher Whitney *Recorder, Emerita*	Andover 1902-1950
Henry Preston Kelley, A.M. *Instructor in Spanish, Emeritus*	Pepperell 1918-28, 1935-52
Montville Ellsworth Peck *Instructor in Physical Education, Emeritus*	North Bridgton, Me. 1916-1955
Guy Johnson Forbush, A.B. *Instructor in French, Emeritus*	Andover 1917-1920, 1924-1955
Arthur Burr Darling, Ph.D. *Instructor in History, Emeritus*	Washington, D.C. 1917-1918, 1933-1958
Douglas Mansor Dunbar, A.M. *Instructor in Mathematics, German, and Bible, Emeritus*	Andover 1942-1958
M. Lawrence Shields, A.B. *Instructor in Biology and Secretary of the Academy, Emeritus*	Marblehead 1923-1960
Roscoe Edwin Everett Dake, S.B. *Instructor in Chemistry, Emeritus*	Andover 1921-1961
John Kingsbury Colby, A.M. *Instructor in Latin, Emeritus*	North Andover 1940-1962
Miles Sturdivant Malone, Ph.D. *Instructor in History, Emeritus*	Daytona Beach, Fla. 1937-1962
Elizabeth Eades, A.B. *Director of the Library, Emerita*	Williamsburg, Va. 1929-1963
Roger Wolcott Higgins, A.M. *Instructor in English, Emeritus*	Andover 1933-1963
Emory Shelby Basford, A.B. *Instructor in English, Emeritus*	Rome, Italy 1929-1964
Floyd Thurston Humphries, A.B. *Instructor in French, Emeritus*	Naples, Fla. 1937-1964
John Sedgwick Barss, A.M. *Instructor in Physics, Emeritus*	Andover 1923-1965
Donald Miller Clark, M.D. *Medical Director, Emeritus*	Williamson, W. Va. 1954-1965
Elbert Cook Weaver, A.M. *Instructor in Chemistry, Emeritus*	Madison, Conn. 1943-1965
George Grenville Benedict, A.M. *Dean of Students, Emeritus*	Providence, R.I. 1930-32, 1933-67
Alexander Dunnett Gibson, A.M. *Instructor in French, Emeritus*	McIndoe Falls, Vt. 1944-67
Alan Rogers Blackmer, L.H.D. *Dean of the Faculty, Emeritus*	Andover 1925-1968
Kenneth Smith Minard, A.M. *Assistant Dean of Students, Emeritus*	Andover 1928-1968
Alfred Graham Baldwin, D.D. *Instructor in Religion, Emeritus*	Andover 1930-1968

Douglas Swain Byers, A.M. *Director of the Robert S. Peabody Foundation, Emeritus*	Andover 1933-1968
Cornelius Gordon Schuyler Banta, S.B. *Instructor in Mathematics, Emeritus*	Andover 1944-1968
Bartlett Harding Hayes, Jr., A.B. *Director of the Addison Gallery of American Art, Emeritus*	Andover 1933-69
Frederick Johnson, Sc.D. *Director of the Robert S. Peabody Foundation, Emeritus*	Andover 1936-69

George Knight Sanborn, S.B. *Instructor in Biology on the Ammi Wright Lancashire Foundation* *Warden of the Moncrieff Cochran Sanctuary*	1928
Robert Edward Maynard, S.B. *Instructor in Mathematics on the Jonathan French Foundation*	1931
Leonard Frank James, A.M. *Instructor in History on the Independence Foundation Teaching Endowment* *Chairman of the History Department*	1932
James Ruthven Adriance, A.B. *Assistant to the Headmaster*	1934
Alston Hurd Chase, Ph.D. *Instructor in Greek and Latin on the Independence Foundation Teaching Endowment* *Chairman of the Classics Department*	1934
Norwood Penrose Hallowell, Jr., A.B. *Instructor in English and Public Speaking on the Alfred Lawrence Ripley Foundation*	1934
Frank Frederick DiClemente, S.B. *Instructor in Physical Education*	1935
James Hooper Grew, D. ès L. *Instructor in French on the Elizabeth Milbank Anderson Foundation* *Chairman of the Modern Languages Division*	1935
Frederick Scouller Allis, Jr., L.H.D. *Instructor in History on the Martha Cochran Foundation*	1936
Chester Archibald Cochran, A.M. *Intructor in French*	1936
Stephen Stanley Sorota, S.B. *Instructor in Physical Education*	1936

Stephen Whitney, A.M. *Instructor in French* *Chairman of the French Department*	1936
Hart Day Leavitt, A.B. *Instructor in English*	1937
William Hayes Brown, A.M. *Instructor in English on the Emilie Belden Cochran Foundation* *Chairman of the English Department*	1938
Richard Sawyer Pieters, A.M. *Instructor in Mathematics on the Alfred Ernest Stearns Foundation* *Chairman of the Mathematics Department*	1938
Robert Whittemore Sides, A.B. *Instructor in Mathematics* *Director of Admissions*	1938
John Bromham Hawes, Ed.M. *Instructor in English on the Cecil F. P. Bancroft Foundation*	1933-1936, 1939
Harper Follansbee, Ed.M. *Instructor in Biology on the Samuel Harvey Taylor Foundation* *Chairman of the Biology Department*	1940
Walter Gierasch, A.B. *Instructor in English*	1941
Francis Bertrand McCarthy, A.B. *Instructor in English and Philosophy*	1941
Joseph Rittenhouse Weir Dodge, A.M. *Instructor in English*	1944
Frederick Almond Peterson, A.M. *Director of Research and Evaluation*	1946
Allan George Gillingham, Ph.D. *Instructor in Latin and Greek on the John Charles Phillips Foundation*	1947
Peter Quackenbush McKee, Ed.M. *Instructor in Physics and Chemistry* *Chairman of the Physics Department* *Scheduling Officer*	1947
Gordon Gilmore Bensley, A.B. *Instructor in Art* *Chairman of the Arts Division*	1949
John Richard Lux, M.S.Ed. *Instructor in Mathematics*	1949
William Louis Schneider, Mus.Ed.B. *Instructor in Music*	1949
William Russell Bennett, Jr., A.B. *Associate Dean of Students*	1950
William John Buehner, A.M. *Instructor in Latin*	1950
Simeon Hyde, Jr., A.M. *Instructor in English* *Dean of the Faculty*	1950
Henry Waring Schereschewsky, A.B. *Comptroller*	1951
Frederic Anness Stott, A.B. *Director of Development*	1951

Philip Brownlie Weld, M.S.	*Instructor in Chemistry and Physics on the George Peabody Foundation* *Chairman of the Chemistry Department*	1951
William Franklin Graham, B.S.	*Instructor in Mathematics* *Assistant Dean of Students and Excusing Officer*	1952
Fred Harold Harrison, A.M.	*Instructor in History and Physical Education* *Chairman of the Athletic Department*	1952
John Claiborne McClement, Ed.M.	*Instructor in Mathematics*	1952
*Joshua Lewis Miner, III, A.B.	*Instructor in Science* *President, Outward Bound, Incorporated*	1952
James Harold Couch, A.M.	*Instructor in Spanish* *Chairman of the Spanish Department*	1953
Sherman Frederick Drake, Ed.M.	*Instructor in Mathematics*	1953
Edmond Emerson Hammond, Jr., Sc.M.	*Instructor in Mathematics, Physics, and Chemistry*	1953
Louis John Hoitsma, Jr., Ed.M.	*Instructor in Mathematics*	1953
Robert Penniman Hulburd, A.M.	*Director of College Placement*	1953
Dalton Hunter McBee, A.B.	*Instructor in English* *Admissions Officer*	1953
Albert Karl Roehrig, Ed.D.	*School Psychologist*	1954
Robert Edwin Lane, A.M.	*Instructor in Latin and Russian* *Chairman of the Russian Department*	1955
Harold Holmes Owen, Jr., A.M.	*Instructor in English*	1955
Thomas Joseph Regan, A.M.	*Instructor in English*	1955
William Biggs Clift, Jr., Mus.Ed.B.	*Instructor in Music* *Chairman of the Music Department*	1956
Frank McCord Eccles, A.M.	*Instructor in Mathematics*	1956
Richard Valentine Healy, P.E.	*Director of Physical Plant*	1956
Harrison Schuyler Royce, Jr., M.I.A.	*Instructor in History*	1956
Gerald Shertzer, M.F.A.	*Instructor in Art* *Chairman of the Art Department*	1957
John Frank Bronk	*Instructor in Physical Education and Physiotherapist*	1958

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* On leave of absence.

George William Best, A.M. *Instructor in Mathematics*	1958
Clement Morell, A.M. *Instructor in Mathematics*	1958
Frederic Arnold Pease, Jr., B.D. *Instructor in Religion*	1958
John Richards, II, M.A.T. *Dean of Students*	1959
William Abbot Munroe, A.B. *Bursar*	1960
John Patten Chivers, A.M. *Instructor in German* *Chairman of the German Department*	1960
Carl Edward Krumpe, Jr., A.M. *Instructor in Classics*	1960
William Lawrence Markey, A.M. *Instructor in French*	1954-1957, 1960
Thomas Rees, Ph.D. *Instructor in Chemistry*	1960
*Frank DeWitt Thornton, B.M.Ed. *Instructor in Music*	1960
George Howard Edmonds, Ed.M. *Instructor in English*	1961
Edward Moseley Harris, S.B. *Instructor in Spanish* *Administrator, Schoolboys Abroad*	1961
Crayton Ward Bedford, A.M. *Instructor in Mathematics*	1962
Alfred James Coulthard, S.B. *Instructor in Physical Education*	1962
Wayne Andrew Frederick, Ph.M. *Instructor in History*	1962
Robert Andrew Lloyd, Arch.B. *Instructor in Art* *Chairman of the Andover Evening Study Program*	1962
Charles Waldo Smith, A.B. *Alumni Secretary* *Executive Director, The Alumni Fund*	1962
*Alanson Perley Stevens, III, A.M. *Instructor in German and Russian*	1962
Thomas Tolman Lyons, M.A.T. *Instructor in History*	1963
Barbara McDonnell, A.B., S.B. *Director of the Library*	1963
Robert Rennie McQuilkin, A.M. *Instructor in English*	1963
Meredith Price, M.A.T. *Instructor in English*	1963

* On leave of absence.

*Alexander Zabriskie Warren, M.A.L.S. *Instructor in Mathematics*	1963
Christopher Capen Cook, M.F.A. *Instructor in Art* *Director of Addison Gallery of American Art*	1964
Vincent Pascucci, A.M. *Instructor in Classics*	1964
Daniel Dretzka Olivier, A.M. *Instructor in French*	1964
Clark Alvord Vaughan, A.M. *Instructor in Spanish*	1964
Julian Stevens Kaiser, M.D. *Medical Director*	1965
Ronn Nels Minné, Ph.D. *Instructor in Chemistry* *Director of the Summer Session*	1965
Angel Rubio y Maroto, A.M. *Instructor in Spanish*	1965
Nathaniel Baldwin Smith, A.M. *Instructor in Mathematics*	1965
Hale Sturges, II, A.M. *Instructor in French*	1965
Timothy Cooley Callard, A.M. *Instructor in Religion*	1966
Thomas Edward Cone, III, S.B. *Instructor in Biology*	1966
Michael Edward Mosca, M.B.A. *Director of Accounting*	1966
James Johnston Pates, Jr., A.B. *Admissions Officer* *Director of Financial Aid*	1966
David Albert Penner, A.M. *Instructor in Mathematics*	1966
John Gibson Tomlinson, S.B. *Instructor in Spanish* *Director, Schoolboys Abroad, Barcelona, Spain*	1966
James Rae Whyte, S.T.M. *Instructor in Religion* *Chairman of the Religion Department*	1966
Kenneth Kelly Wise, A.M. *Instructor in English*	1966
James Leighton Bunnell, A.M. *Instructor in History*	1967
John Robert Leslie Dent, A.B. *Instructor in History*	1967
Joseph Belleau Wennik, A.M. *Instructor in German*	1967
James Robert Wilson, Ph.D. *Instructor in Science*	1967
Hamilton Kent Allen, A.B. *Instructor in English*	1968

* On leave of absence.

Samuel Irvine Allison Anderson, A.M. 1968
Instructor in French

David Owen Cobb, A.B. 1968
Instructor in English

Roger Preston Farrar, S.B. 1968
Instructor in Physical Education

Donald Haverstick Goodyear, Jr., Ph.D. 1968
Instructor in English

Frank Lee Hannah, A.M. 1968
Instructor in Mathematics, Shoolboys Abroad, Barcelona, Spain

Aloysius John Hobausz, S.B. 1968
Director of Audio-Visual Center

Peter Charles Johnson, A.B. 1968
Instructor in English

Peter Schuyler Keppeiman, A.B. 1968
Instructor in French

Nicholas Van Houten Kip, A.M. 1968
Instructor in Classics

Christopher Dunbar Kirkland, A.M. 1968
Instructor in English

John Kennedy McMurray, M.A.T. 1968
Instructor in Art

Richard Stockton MacNeish, Ph.D. 1968
Instructor in Archaeology
Director of the Peabody Foundation

Thomas Joseph Sexton, Ed.M. 1968
Instructor in Physical Education

Charles Emory Apgar, M.A.T. 1969
Instructor in Physics

Christopher Lloyd Bullock, Dip.Ed. 1969
Instructor in Physics

Jerry Foster, A.M. 1969
Dean and Director of Admissions, The Andover Summer Session

Thomas Robert Hamilton, M.A.T. 1969
Instructor in Biology

Otto Heinrich Vehrenkamp, Studienrat 1964-65, 1969
Instructor in German

John Macdonald Snyder 1969
Wingate Paine Fellow in Photography

Stephen Edward Devereux, A.B. 1969
Teaching Fellow in French

Hugh Alan Hill, A.B. 1969
Teaching Fellow in History

Anthony Frederick King, S.B. 1969
Teaching Fellow in Mathematics

John Paul, M.F.A. 1969
Teaching Fellow in Art

George Washington Hall

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:30 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see Miss Meredith Thiras. Receptionist (telephone 617—475-3400), during office hours.

HEADMASTER'S OFFICE

John Mason Kemper, L.H.D., Litt.D., LL.D., *Headmaster*
Mrs. Amy R. Robinson, *Secretary to the Headmaster*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

James Ruthven Adriance, A.B., *Assistant to the Headmaster*
Mrs. Virginia N. Sheehan, *Secretary to the Assistant to the Headmaster*

ADMISSIONS OFFICE

Robert Whittemore Sides, A.B., *Director of Admissions*
Dalton Hunter McBee, A.B., *Admissions Officer*
James Johnston Pates, Jr., A.B., *Admissions Officer and Director of Financial Aid*
Harper Follansbee, Ed.M., Stephen Whitney, A.M., *Interviewing Officers*
Mrs. Vivian A. O'Donnell, *Secretary to the Director of Admissions*

OFFICE OF THE DEAN OF THE FACULTY

Simeon Hyde, Jr., A.M., *Dean of the Faculty*
Mrs. Merrill B. Wilder, *Secretary to the Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

John Richards, II, M.A.T., *Dean of Students*
William Russell Bennett, Jr., A.B., *Associate Dean of Students*
William Franklin Graham, S.B., *Assistant Dean of Students and Excusing Officer*
Peter Quackenbush McKee, Ed.M., *Scheduling Officer*
Mrs. Jane H. Munroe, *Recorder*
Mrs. Ruth L. Ermer, *Secretary to the Dean of Students*
Mrs. Sylvia T. Breck, *Secretary to the Associate Dean of Students*

OFFICE OF COLLEGE PLACEMENT

Robert Penniman Hulburd, A.M., *Director of College Placement*
Timothy Cooley Callard, A.M., *Assistant Director of College Placement*
Mrs. Diane N. Knipe, *Secretary to the Director of College Placement*

SUMMER SESSION

Ronn Nels Minné, Ph.D., *Director*
Jerry Foster, A.M., *Dean and Director of Admissions*
Mrs. Edith Jako, *Office Manager*

OFFICE OF RESEARCH AND EVALUATION

Frederick Almond Peterson, A.M., *Director*
Mrs. Margaret Botticello, *Secretary to the Director*

ARTS AND COMMUNICATIONS CENTER

Gordon Gilmore Bensley, A.B., *Chairman of the Arts Division*
Christopher Capen Cook, M.F.A., *Director, Addison Gallery of American Art*
Gerald Shertzer, M.F.A., *Chairman of the Art Department*
Aloysius Hobausz, S.B., *Director, Audio Visual Center*

SCHOOLBOYS ABROAD

Edward Moseley Harris, S.B., *Administrator*
Daniel Dretzka Olivier, A.M., *Assistant to the Administrator*
Mrs. Ruth Ace, *Secretary to the Administrator*
Harris Henderson Thomas, M.A., *Director, Schoolboys Abroad in France*
7 Quai Chateaubriand 35-Rennes, France
Mrs. Lieselotte Peroski, *Secretary to the Director, Rennes, France*
John Gibson Tomlinson, S.B., *Director, Schoolboys Abroad in Spain*
Via Augusta 123, Barcelona (6), Spain
Edna Atkinson, *Secretary to the Director, Barcelona, Spain*

TREASURER'S OFFICE

Henry Waring Schereschewsky, A.B., *Comptroller*
William Abbot Munroe, A.B., *Bursar*
Michael Edward Mosca, M.B.A., *Director of Accounting*
Evelyn H. Gordon, *Director of Student Accounts*
Mrs. Mary B. Clukey, *Office Manager*
Mrs. Barbara D. Morrison, *Secretary to the Comptroller*

BUILDINGS AND GROUNDS

Frederic Anness Stott, A.B., *Director of Development*
Richard Valentine Healy, P.E., *Director of Physical Plant*
Mrs. Edith M. Luedke, *Secretary to the Director of Physical Plant*

ALUMNI AND DEVELOPMENT OFFICE

Frederic Anness Stott, A.B., *Director of Development*
Charles Waldo Smith, A.B., *Alumni Secretary, Executive Director, The Alumni Fund*
Mrs. Helen R. Bronk, *Secretary to the Executive Director, The Alumni Fund*
Mrs. Betty S. Peterson, *Secretary to the Director of Development*

OLIVER WENDELL HOLMES LIBRARY

Barbara McDonnell, A.B., S.B., *Director of the Library*
Miss Doris R. Ducharme, A.B., S.M., *Assistant Cataloguer*
Mrs. Margaret B. Towne, S.B., *Assistant in the Library*
Irene Wilkinson, A.B., S.M., *Cataloguer*
(To be appointed), *Reference Librarian*

ARCHIVES

Frederick Scouller Allis, Jr., L.H.D., *Archivist*
Juliet Richardson Kellogg, *Associate Archivist*

CHAIRMEN OF ACADEMIC DEPARTMENTS

Archaeology	Richard Stockton MacNeish, Ph.D.
Art	Gerald Shertzer, M.F.A.
Athletics	Fred Harold Harrison, A.M.
Biology	Harper Follansbee, Ed.M.
Chemistry	Philip Brownlie Weld, M.S.
Classics	Alston Hurd Chase, Ph.D.
English	William Hayes Brown, A.M.
French	Stephen Whitney, A.M.
German	John Patten Chivers, A.M.
History	Leonard Frank James, A.M.
Mathematics	Richard Sawyer Pieters, A.M.
Music	William Biggs Clift, Jr., Mus.Ed.B.
Physics	Peter Quackenbush McKee, Ed.M.
Religion	James Rae Whyte, S.T.M.
Russian	Robert Edwin Lane, A.M.
Spanish	James Harold Couch, A.M.

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Fred Harold Harrison, A.M., *Director of Physical Education and Athletics*
John Frank Bronk, *Instructor in Physical Education and Physiotherapist*
Alfred James Coulthard, S.B., *Instructor in Physical Education*
Frank Frederick DiClemente, S.B., *Instructor in Physical Education*
Roger Preston Farrar, S.B., *Instructor in Physical Education*
Stephen Stanley Sorota, S.B., *Instructor in Physical Education*
Thomas Joseph Sexton, Ed.M., *Instructor in Physical Education*

DEPARTMENT OF HEALTH

Julian S. Kaiser, M.D., *Medical Director*
Richard S. O'Hara, M.D., *Assistant Medical Director*
Eileen A. Hall, *Administrative Assistant*

Active Medical Staff

Fred G. Arragg, M.D., *Otolaryngologist*
Edward J. Broaddus, M.D., *General Practice*
William Caverly, M.D., *Obstetrics and Gynecology*
Matthew Cushing, Jr., M.D., *Internal Medicine*
H. Jerome Crampton, M.D., *Ophthalmologist*
Charles A. Ellis, Jr., M.D., *Internal Medicine*
Emil J. Ganem, M.D., *Urologist*
Michael A. Gravallese, Jr., M.D., *Internal Medicine*
Joseph P. Holihan, M.D., *Anesthesiologist*
Milton Howard, M.D., *Pathologist*
Robert J. Joplin, M.D., *Orthopedist*
Richard Katz, M.D., *Pediatrician*
Alfred S. Lanes, M.D., *Dermatologist*
Kenneth A. McKusick, M.D., *Internal Medicine*
Richard S. O'Hara, M.D., *Surgeon*
Robert Ramsdell, M.D., *General Medicine*
Nicholas D. Rizzo, M.D., *Psychiatrist*
Francis G. Soule, M.D., *Internist*
John G. Webster, M.D., *Obstetrics and Gynecology*
George V. West, M.D., *Radiologist*

Consultant Medical Staff

Daniel Ellis, M.D., *Internist*
Paul Fremont-Smith, M.D., *Internal Medicine*
William Gray, M.D., *Psychiatry*
John B. McKittrick, M.D., *Surgeon*

Department of Dentistry

Douglas Malcolm Dunbar, D.D.S., *Senior Dentist*
Herman DeWilde, M.D., D.M.D., *Associate Dentist*
Milton J. Meyers, D.M.D., *Orthodontist*

Consultant in Dentistry

Charles E. Rounds, D.M.D., *Oral Surgeon*

Department of Clinical Psychology

A. Karl Roehrig, Ed.D.

Paramedical Services

John F. Bronk, R.P.T., *Physical Therapist*
M. Adeline Herman, A.D.A., *Dietician*
Alan L. Hughes, B.S. *Pharmacist*
John F. Murphy, B.A., *Speech Therapist*
Calvin G. Perry, O.D., *Optometrist*
Joan C. Walsh, R.D.H., *Dental Hygienist*
Louis J. Zuppardi, R.T., R.M.T., *Radiology Technologist*

PURPOSE OF PHILLIPS ACADEMY

THE PURPOSE of Phillips Academy is to teach "the great end and real business of living." According to its Constitution, signed in 1778, "It is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is both weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character and lay the surest foundation of usefulness to mankind." Adapted to conditions of modern life, the aim of the Academy remains the same: so to intensify and broaden the capacities of its students that they may enter the larger world with trained minds and with a deepened sense of their responsibility to mankind.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students curiosity about things of the mind, to induce in them a desire to educate themselves. It attempts to foster the development of discriminating judgment and independence of thought. It tries to cultivate the imagination and emotions of its boys.

By long tradition Andover believes in education that makes boys resourceful and independent. Andover believes in the value of student representation from all parts of the country and of the world, and from all walks of life. To its boys it offers an intellectual and moral discipline, as well as friendly encouragement and sympathy, the best incentives to accomplishment.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed directly to the development of thousands of men, and indirectly to numberless aspects of our national life. Thankful for its history, Andover focuses on the present and on the future. In training American boys for service and leadership it seeks to preserve a flexible spirit that will test and try the new while treasuring the riches of the past.

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

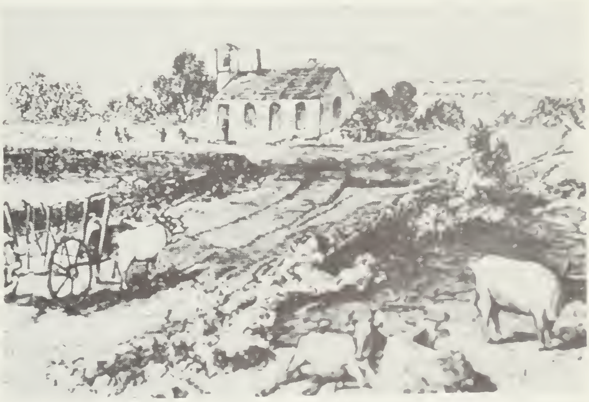
> A serious consideration of the premises, and an observation of the growing neglect of *youth,* have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living.*
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.
>
> This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

> And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history commenced in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and



First School Building, 1778

clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and the Andover Summer Session (1942) and the Andover Evening Study Program (1935) began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. In the 1950's substantial advances were made in three areas: curriculum, admissions policy, and the physical plant and resources.

The curriculum was revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College,* was completed. It resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Concerning admissions, the decision was made in the late fifties to admit each year the best 250 candidates regardless of their ability to pay tuition. The effect of this decision has been to broaden still further the school's basic policy, in the words of its Constitution, "to be ever equally open to youth of requisite qualifications from every quarter."

In the third area, physical plant and resources, several changes are notable. The endowment has grown from eleven to fifty-four million dollars. Meantime the enrollment has increased from 725 to 864. During the years 1959-61 The Andover Program, a major capital gift drive carried out by alumni and parents, succeeded in raising $6,750,000 for new facilities. With these and other funds the Academy has built five new dormitories, two new faculty houses, a new science building, an Arts and Communications Center with extensive audio-visual equipment and studio space, an enlargement of the auditorium stage and an experimental drama lab, a wing on the Library, several new athletic fields, a roof for the hockey rink, and other athletic facilities; existing buildings have been remodeled for more classrooms and for student and faculty housing.

In the 1960's the major trend has been the lessening of the Academy's isolation from the world. Andover has reached out to the world, and it has tried also to bring the world to the campus. The school has in recent years attracted for short or long visits many poets, philosophers, writers, critics, performing artists, journalists, historians, scientists, diplomats, and business men, who usually remain on campus long enough for both teachers and students to have a chance to know them. Student community service activities, both in term and in the summer vacation, have enabled many students to know some of the realities of contemporary problems, especially in the cities. Schoolboys Abroad, founded by Andover in 1965, now sends nearly one hundred eleventh-graders abroad each year to study in Rennes, France, or in Barcelona, Spain, under the joint sponsorship of Andover, Exeter, and St. Paul's. The Outward Bound Program, though not controlled by the Academy, was founded in this country by Andover teachers and continues to have its headquarters on the campus; an Outward Bound course is now offered to Lower Middlers. The Andover Evening Study Program has greatly expanded during the 1960's. It now enrolls more than nine hundred adult students annually, and often works directly with neighboring public schools to offer courses for teachers. The Andover Summer Session has developed since 1960 from a small, conventionally planned summer enrichment and make-up program for boys into a co-educational national summer school whose heterogenous student body now numbers well over five hundred. The special nature of the Summer Session program has enabled it to serve students whom Andover had not previously reached, public high school boys and girls whose parents would otherwise be unfamiliar with or hostile to the idea of private secondary education.

GENERAL INFORMATION

ANDOVER LIFE

Although it is impossible to describe fully the flavor of student life, the following facts and impressions may be of help to prospective students. Andover life is crowded, and in spite of the free time available, a student will sometimes find difficulty in satisfying the demands upon his time. A cut system for unexcused absences provides leeway and flexibility. Still, course work is fast paced and requires an average of about twenty-five hours of outside preparation a week. In addition, the student is responsible for six hours a week of athletics and over two hours in the work program. Then, too, there is the time taken by a multitude of appealing extracurricular activities. There are always important decisions to be made, and not merely about how to spend one's time. Independence and responsibility are particularly characteristic of Andover; for example, there are no study halls; a boy is expected to get his work done properly on his own schedule. During unscheduled periods of the day, the student is free to do pretty much as he chooses.

The Andover weekday schedule begins with breakfast, served from 7:15 until 8:15. Beginning at 8:00 a.m., there are six periods in the morning, at least two of which are free for study. The fourth period provides a break for mail and school meetings. A boy generally attends classes or labs in about twenty-one of the thirty-eight class periods per week.

Athletics take place from 2:00 until 3:30 on Monday, Tuesday, Thursday, and Friday. They are not required on Wednesday or Saturday, but varsity an junior varsity teams usually have outside competitions on those afternoons.

There are two late afternoon periods for study, classes, or labs. After dinner there is free time for recreational, hobby, and group activities. At 8:00 p.m. all except Seniors must be in their dormitories studying, or working at the Library, Computer Room, Arts and Communications Center, or Language Lab. Seniors and Upper Middlers have no required bed hour, but Lowers and Juniors do. A typical boy's schedule is printed on page 77.

Wednesday and Saturday afternoons are half holidays. Saturday evenings are free for movies, dances, and other activities. Sunday

is a free day save for the required church service and evening study hours.

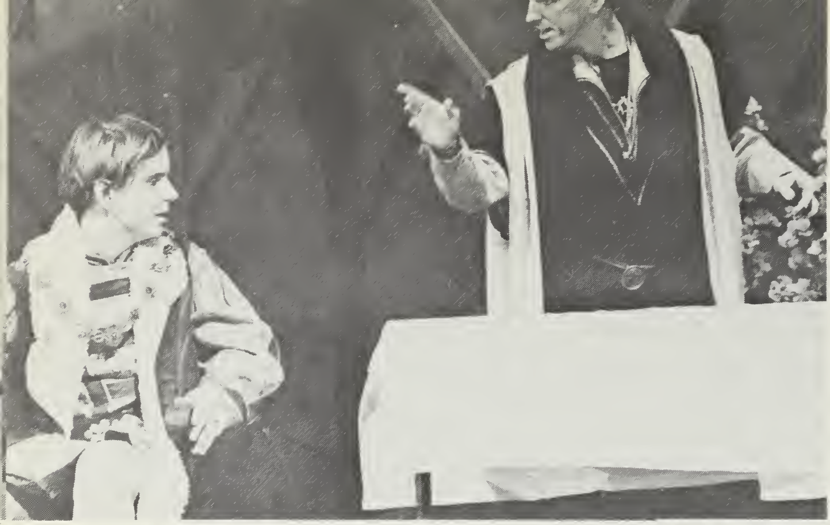
Out-of-town excuses provide cultural and recreational opportunities that can break the routine of school life. Most boys are eligible to take one day excuse per week. They may, after the fall mid-term rating, take a number of weekends instead of day excuses. Juniors (9th graders) are allowed six a year; Middlers nine; Seniors fourteen, two of which may begin at noon on Friday. In addition, all boys are free for the four-day Thanksgiving recess.

In recent years there have been some interesting developments in student-faculty relations, particularly in school decision making. Most faculty committees have student representatives, and many *ad hoc* committees are made up of both students and teachers. Committee work of this kind has been a useful and interesting educational experience for many boys. In addition, the Student-Faculty Co-operative provides a way for faculty members and students to meet and talk together in large and small groups to discuss and act upon matters of importance to the school.

Dormitory life is in itself for most boys an interesting and profitable experience, especially when the boy next door may come from an unfamiliar state or country. A boy's housemaster (counselor) with his wife and his family lives in his own part of the dormitory. The relationship between a boy and his housemaster (and family) may become very close. The housemaster, ordinarily a teaching (and coaching) member of the faculty, tries to keep himself available for counseling or informal conversation.

Abbot Academy, a girls' boarding school, is right next door to Phillips Academy, and the two schools share many activities, both curricular and extra-curricular. In 1969-70 there are joint classes in English, art, music, and religion. Boys and girls are frequent visitors to each others' campuses to attend church services, plays and concerts, dances, club meetings, discussions, and athletic contests.

Those who are not accustomed to a residential school may at first be surprised on the one hand by the degree of independence an Andover student is allowed and on the other by the existence of the rules and procedures required to protect the rights of individuals and to enable the school to achieve its purposes. The school keeps its rules to a minimum, and they are reviewed annually by students and faculty members together.



HOUSING AND EATING

Andover students, for the most part, live together by classes in the academy dormitories and houses. Each building is under the supervision of the resident faculty housemaster. All boys eat in their own class dining rooms in the Commons.

Juniors live in Williams Hall and Rockwell House, or in neighboring houses and cottages. Williams Hall, with its annexes, Junior House and Stott Cottage, has rooms and recreation facilities for fifty-six Juniors, who occupy single or double rooms. Rockwell House has single rooms and recreation facilities for forty Juniors. Juniors are subject to the special regulations and the supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected Senior Proctors play an important part in the activities of the various Junior units.

Lower-Middlers live in the newly renovated brick dormitories of the West Quadrangle, where they receive careful supervision and guidance, at the same time enjoying an increased degree of independence appropriate to their greater maturity. Senior Proctors are in residence in these dormitories. Upper-Middlers are housed in the large dormitories of the main campus and a few smaller faculty houses nearby. Here they are permitted still greater latitude in the management of their daily lives and expected to assume correspondingly greater responsibility.

Seniors live in the five new dormitories near Rabbit Pond and in three or four smaller houses adjacent. They are free of restriction to a degree unusual in American boarding schools. The plan attempts to educate boys by offering them, as they mature, increasing responsibility for their own conduct, so that they may learn to benefit by the freedom to act, to choose, sometimes perhaps to err.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student is under the direct charge of a Faculty counselor, who, for boarding students, is his housemaster. He knows the background, the character, and the standing of each of his boys and acts as his advisor in all that concerns his welfare and his happiness. The counselor is usually the member of the Faculty most intimately in touch with the student and his parents. From time to time, he will write the parents to keep them informed of their son's progress. Parents should feel free to write their son's counselor if they have any reason for concern about their boy's progress. They are encouraged to report to the counselor any facts that may affect the boy's work or behavior.

RELIGION

Phillips Academy was founded as a Protestant Christian community and in its ministry remains in the Protestant tradition. Recognizing the religious pluralism of contemporary society, however, the Academy acknowledges a responsibility to offer as great a variety of worship-settings to meet the spiritual needs of all its students. On the other hand, a school composed of students of widely diverse religious and cultural backgrounds cannot satisfy all requirements of religious attitude and habit. Therefore, no boy should apply for admission to the Academy who is unwilling to participate in interdenominational services or who believes that religious worship can have no place in his life.

The Academy requires student attendance at one of a number of Sunday religious services, whose purpose is to encourage each student to be exposed to, and to explore more deeply, the realm of the spirit within a worship-setting in which he can feel at home. Students may worship in a denominational setting familiar to them at one of the local churches in the nearby Andover community. In the Sylvia Pratt Kemper Chapel, a rabbi conducts a Sunday service for students of the Jewish faith and a priest celebrates Mass for Roman Catholics. A Protestant interdenominational service conducted by the School Ministers, the Headmaster, or by visiting clergymen is held in the Cochran Chapel. Finally, for those students who seek a non-denominational setting devoted primarily to quiet reflection, a meditation service is offered in the Sylvia Pratt Kemper Chapel.

Believing that the scope of religious exploration should not be limited to courses in religion and Sunday services, the Academy encourages its faculty and students to attend a voluntary, mid-morning, inter-faith service of worship on Wednesdays, in which members of the school community other than the School Ministers are often invited to plan and lead the service. Moreover, the Academy seeks to provide opportunities for further religious discovery by faculty and students through overnight conferences and retreats off-campus and through interdisciplinary colloquia and Sunday evening discussions on campus.

CULTURAL OPPORTUNITIES

While demanding a high standard of accomplishment in the prescribed course of study, Andover has always believed that a boy's interest should be widened as far as possible beyond the limits of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, the student theatre program, and the Moncrieff Cochran Sanctuary, boys are given a chance to investigate subjects which may in later life become major pursuits or pleasant hobbies.

In 1968-1969 Mr. Robert B. Semple, Jr. '54, New York Times Washington Bureau Correspondent, delivered the Stearns Lecture; Mr. Elmer W. Lower, President of ABC News, was the eleventh annual Lana Lobell Fellow; and Mr. Bill Veeck, prominent sports impresario, was the Hosch Lecturer. These visitors addressed the school in the Meeting Room of George Washington Hall and later took part in informal conferences with student and faculty groups. Among other guests who spoke at Thursday morning Assembly were Dr. Russell A. Kirk, historian, author, and leading Conservative; Dr. Martin L. Kilson, Jr., Assistant Professor of Government and Research Fellow in the Center for International Affairs, Harvard University; and Mr. John Walsh, Field Officer, International Society for the Protection of Animals.

Opportunities are also open to students to attend concerts of many kinds by visiting artists at the school and to meet in small groups to talk with distinguished visitors in the fields of literature, the arts, the sciences, business, and public service.

The theatre program presents a variety of plays each year, both on the main stage of George Washington Hall and in the experimental, student-operated Drama Lab. In 1968-69 the mainstage productions were Robert Bolt's *A Man for All Seasons,* Shakespeare's *King Lear,* and Lerner and Loewe's *Brigadoon,* presented by student actors and production staffs and faculty directors. Among the Lab productions were Noel Coward's *Private Lives,* G. B. Shaw's *Man of Destiny,* LeRoi Jones' *The Dutchman,* Harold Pinter's *The Dumbwaiter,* and Peter Ustinov's *The Unknown*

Soldier and his Wife. There were fifteen Drama Lab productions in all—most of them designed, directed, and presented entirely by students.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by William Cochran, class of 1895; Moncrieff M. Cochran, class of 1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The Copley Wing, gift of James S. Copley, P. A., 1935, designed to seat 125 at small tables and carrels, is used as an American History Reserve Book Room.

The book collection, over 87,000 volumes in the liberal arts, supports and supplements the curriculum and provides many areas for independent reading. A trained staff member is on duty at all times to help in the use of the library and advise in choice of reading.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America,* given by Thomas Cochran of the class of 1890; papers and books of the poet Oliver Wendell Holmes; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications

The Oliver Wendell Holmes Library (87,000 Volumes)

by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; Early Americana given by Nelson S. Taylor, of the class of 1900; the John A. Stevenson Walt Whitman Collection, given by John R. Stevenson of the class of 1938; and historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

Housed in the Library building are the Archives Department and a music record listening room.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, drawings, and photographs complete an exceptionally well-balanced collection. Work by Calder, Lippold, Moholy-Nagy, Hofmann, Marin, O'Keeffe, Pollock, Shahn, and Wyeth is included. Models of American sailing ships, built to uniform scale, are also installed in the Addison Gallery. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and textiles of the Colonial period are on permanent exhibition.

Among publications of the Addison Gallery are *Layman's Guide to Modern Art,* 1949-54; *The Naked Truth and Personal Vision,* 1955, and *The American Line,* 1959, all based upon special exhibits arranged in connection with the Upper Middle course in Art. Another book, *Models of American Sailing Ships,* serves as a catalogue of the Marine Collection. All are simply written, and intended for adult as well as for student readers. An Art Film Library of some three dozen titles was established in 1954 to serve schools and colleges in New England, as well as the Academy community.

ARTS AND COMMUNICATIONS CENTER

The Arts and Communications Center, connecting The Addison Gallery to the stage of the Meeting Room in George Washington Hall, provides modern facilities for stage set design and construction, painting, drawing, architecture, photography, sculpture, ce-

ramics, and woodworking; an audio-visual department of unusual scope, with audio-visual projection facilities ranging from small rooms with a capacity of five to an auditorium seating 250. The Underwood Room and Court, a part of the Arts and Communications complex, offer pleasant indoor and outdoor areas for receptions, concerts, dances, and informal gatherings.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established by Robert Singleton Peabody, Class of 1857, conducts research in American Archaeology, publishes its findings, and maintains a museum to assist in its teaching program and to illustrate its work. Two of the exhibit rooms of the museum are being redesigned so that they will both better illustrate the past research endeavors of the Foundation, as well as become visual aids to the course it is responsible for in Introductory Anthropology.

Its present major research is concerned with the origin and development of agriculture and the attendant rise of civilization in the New World. The study of agriculture and the rise of civilization in the Tehuacan Valley in Mexico is nearing completion, but associated archaeological problems will continue to be pursued in that region. A major project to attack analogous problems in the Ayacucho basin in highland Peru has just commenced and may continue for five seasons.

The Foundation has recently added to its long list of publications two major volumes dealing with the ancient environment and human subsistence and with the prehistoric stone artifacts in the Tehuacan Valley. A third volume on the ceramics of the area has recently gone to the printer. Work continues on the remaining three volumes in this series. There are plans for publishing research on the earliest archaeological sites in northeastern North America, including one in Nova Scotia dated about 8000 B.C. Publication of continuing research in New England is contemplated. An annual report on the initial endeavors in highland Peru and a short monograph on New England archaeology, also, should be published in the next year.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the

The PHILLIPIAN

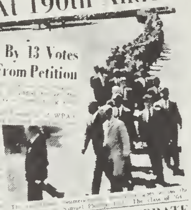
Phillips Academy Andover, Massachusetts

265 Seniors Receive Diplomas At 190th Andover Graduation

Exeter Chapel To Be Optional For Next Year

Faculty Bans Pipe Smoking in Room, Approves Courses

Ensor Elected President By 13 Votes In Re-election Resulting From Petition



ALUMNI TO CELEBRATE REUNIONS HERE THIS WE

'A Man for All Seasons:' Superbly A

King Henry VIII and Ted Eddy ... Sir Thomas More ... 'A Man for All Seasons.'

Blue Ends Red Streak in BAA

The PHILLIPIAN

Phillips Academy Andover Massachusetts

Discipline Committee Plans To Review Rules and Regulations

Dejected Students View Loss

Thieves Steal 52 Piece Colonial Silver Collection From Addison Gallery Again

Semple Will Tal On 1968 Electio

Followed Nixon's Campai

Faculty Replace Wednesday Chap With Gathering, Add Sunday Optio

ALUMNI TO CELEBRATE CLASS REUNIONS HERE THIS WEEKEND

The PHILLIPIAN

Phillips Academy, Andover, Massachusetts 01810

AF-AM Decides To Withdraw Petition To Exclude Whites

SPS Joins Concord In Two Week Coed Plan

ON THE SIDE LINES

No More Questions

Thirteen New English Majors Proposed For 48 Curriculum

Course On Negro Literature Proposed As New 48 Option

Schools Explore Coordinate Education

By William Roth

Equally Intelligent

Continued On Page Three

PA an Discon

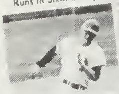
The Phillipian

June 7, 1968

LACROSSE RIPS EXETER, TAKES NE CHAMPIONSHIP; BASEBALL COMPLETES SWEEP, TROUNCES RED 6-1

B-BALL COPS FOURTH WIN

Hawkins Allows Four Hits; Blue Explodes For Five Runs In Sixth Inning



Brown: Athlete Of The Year, Season, Week

Paul Brown in a familiar pose ... ing. This time against Exeter

Brown Scores Five Tallies As Blue Downs Red 8-3

Reynolds Nets Two

Kittredge Takes Game Ball

PA Grabs 3-1 Edge at Half, DiSesa Held Scoreless; Blue Outshoots Red

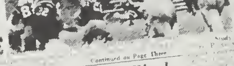
ATHLETE OF THE YEAR

LLIPIAN

The Phillipian

FOOTBALL NIPS MT. HERMON 14

Blue Wins First of ... On Nuzzolo's TD Early in 4th Qu...



Continued on Page Three

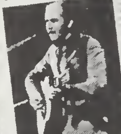
Five Uppers To Join Exeter's Washington Internship Project

Coop To Vote On Committee Report At Friday Meeting

Study Group Recommended

Wed. Chapel Experiment, New Service Proposed As Interim Measure

Tom Paxton Sings At Celebrity Series



Folksinger Tom Paxton performed in the second Celebrity Series last Friday

Other Performances

Wilkins Addresses PA Blacks, NAACP Dinner Saturday Night

Black Culture

Watson will Di '69 Mirror Boa

239 Seniors Receive Diplomas At 191st Andover Graduation

The Phillipian

FACULTY DEAN RETIRES AFTER 43 YEARS

Blackmer: An Important Influence in Education

Retiring ... of Faculty Blackmer

Biography

Headmaster of Abbot Assum Duties June

center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, draw many species of small land birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating duck, quail, and pheasant. Special paths are designed and planted to show local ferns, wildflowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone terrace and broad lawns, provides an attractive setting for a wide variety of social events in all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

STUDENT ACTIVITIES

Student organizations and voluntary enterprises of various kinds are an important part of life at Phillips Academy. They change from year to year in scope and intent, depending upon student interest. Each group is under student leadership and is advised by a member of the faculty. Girls from Abbot Academy and members of the faculty often take part.

The *Phillipian,* founded in 1878, is the school newspaper, published every Wednesday. The editorial and business boards give students experience in writing and in business practice.

The *Mirror,* founded in 1854, is the undergraduate literary magazine, which appears several times each year. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine devoted to encouraging literary talent.

The *Pot Pourri* is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the account of their years at Andover.

Other journalistic activities include the *Press Club* which compiles and submits athletic information to local newspapers. *Blue* is a new publication emphasizing photography.

The *Phillips Society* and the *Community Service Program* provide opportunities for service by students to the school community and to medical, educational, and social agencies in the Andover, Lawrence, and Lowell communities. The *Phillips Society* serves the school and the local Andover community in a variety of ways, broadening the outlook of students by stimulating in them a greater awareness of social problems and tasks that need doing, and by giving them opportunities for practical application of religious and humanitarian principles in serving others. The Phillips Society is composed of a number of working committees. Membership in it is open to any student who wishes to participate in the activities of any of the committees.

The *Community Service Program* offers opportunities for service off campus in the predominantly urban areas of Lawrence and Lowell and in the greater Andover community. Any student may volunteer for work in one of three nearby hospitals, assisting in various recreational activities, or tutoring in one of several programs for educationally disadvantaged students.

The *Blue Key* welcomes new parents and boys to the school, and its members serve as advisors to the new boys at the beginning of the year. Throughout the year, they meet and guide prospective students and their parents about the school. The *Open Door* welcomes visiting athletic teams to the campus.

Serving Phillips Academy and Abbot Academy is a joint committee called *SUMOP,* which investigates, advertises, and advises about opportunities for girls and boys summer opportunities in study, travel, or service in the United States and abroad.

The *Group Trips Committee* excursions to cultural and recreational activities in the Greater Boston area.

The *Student Tutoring Committee* has proved successful in helping boys who are behind in their work either because of illness or a weak academic background.

The *Andover Student Political Union* is the main political body of the school. It operates as a senate, where motions by sub-groups are presented and acted upon. Speakers, panels, papers and discussions help carry out their goal of making the student body more aware of politics. In 1969, the *Progressive Andover Republicans, Young Americans for Freedom,* the *Liberal Party* and the *Young Democrats* are also active.

Debating and school forums are held by the *Philomathean Society,* founded in 1825. Regular meetings provide forums for the discussion of local, national, and international issues. From time to time there are debates with visiting teams in addition to the yearly Prize Debating Contest. The organization also sponsors visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems.

Musical organizations on campus are many and varied. The *Marching Band,* the *Orchestra,* the *Concert Band* and the *Chorus* (combining both choir and glee club) give many concerts, either alone or jointly with other schools.

A number of informal vocal and instrumental groups also flourish —including the *Eight 'n' One Octet,* the *Folk Music Society,* the *Madrigal Society,* and several *Dance Bands.*

Some of the academic departments sponsor clubs, such as the *Math Club,* or the French, German, Spanish, and Latin Clubs, which often produce plays, sponsor lectures, and hold discussions, often with the girls of Abbot Academy.

Particularly fine dramatic facilities make possible a lively *Theatre Program,* which is described on page 33.

The *Afro-American Society,* organized to take care of the needs of the Black student on campus, welcomes others to join. The Afro-American Center gives them a meeting room, library facilities, tutoring facilities and a lounge.

The *Asia Society* has as its aim the furthering of knowledge and understanding about the peoples and nations of the East. The members meet for discussions, lectures and films.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are the principal activity of the *Outing Club.*

Canoeing, fishing and rock climbing are also popular with the group. Activities change with the interests of each year's group, which recently chose to make their own fibreglass kayaks.

The *Radio Club* has a room in the basement of Evans Hall where radio sets can be built and repaired. It also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need, often ending in official licensing examinations.

WPAA-FM is an educational FM station licensed by the FCC, which has superb equipment for a station its size. It provides about 25 hours per week of news, music, sports and educational programs to an area with a population of about 200,000. Its studio is in the basement of Evans Hall and its transmitter on the roof. It is completely student operated and is one of the largest extra-curricular activities.

The *Rifle Club* is a large and active organization giving boys an opportunity to shoot for pleasure, for National Rifle Association awards, and in interscholastic competition.

Becoming increasingly active and in hopes of obtaining its own fleet is the school's *Sailing Club*. They compete in regattas with other schools, and often sail informally.

With the cooperation and help of the school infirmary-hospital and its Medical Director, boys interested in considering the medical profession meet regularly as the *Pre-Medical Society*. Their activities not only include lectures and discussions but visits to some of the outstanding hospitals in the Boston area.

Lara Sig was recently formed by a group of students and Faculty interested in discussing and studying educational theory, particularly as it pertains to Phillips Academy. Over half of the student membership of the organization are considering teaching as a career.

Others that wax and wane include the Archaeology Club, Astronomy Club, Audio-Visual Club, Camera Club, Chess Club, Coin Club, Duplicate Bridge Club, Fencing Club, Fishing Club, Judo Club, Mechanics Club, Mineral Club, Model Airplane Club, Model Railroad Club, Natural History Club, Science Experimenters Club, Rocket Club, Stamp Club and Woodworking Club.

OFF-CAMPUS PROGRAMS

Off-campus programs are becoming increasingly important in the life of the school. The Community Service Program, carried on in the nearby cities of Lowell and Lawrence, and in schools and hospitals in and around Andover has involved well over one hundred boys a year in recent years. Boys find in the program not only the greatly valued opportunity to serve but a useful educational experience. The Washington Intern Program has allowed a few Upper Middlers to spend the spring term working in the office of a Congressman or Senator in Washington, D.C. Schoolboys Abroad offers opportunity to spend either the Upper Middler or Senior year in France or Spain. The school is also willing to consider special arrangements under which Seniors may carry off-campus courses or projects for credit. In 1970 the school expects to sponsor summer work-study programs in connection with a new social studies course—one in Mexico and one in the city along the lines of the previously successful Boston South End Project, in which boys from Andover and Exeter lived, worked, and served with city boys of their own age.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Lower Middle year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

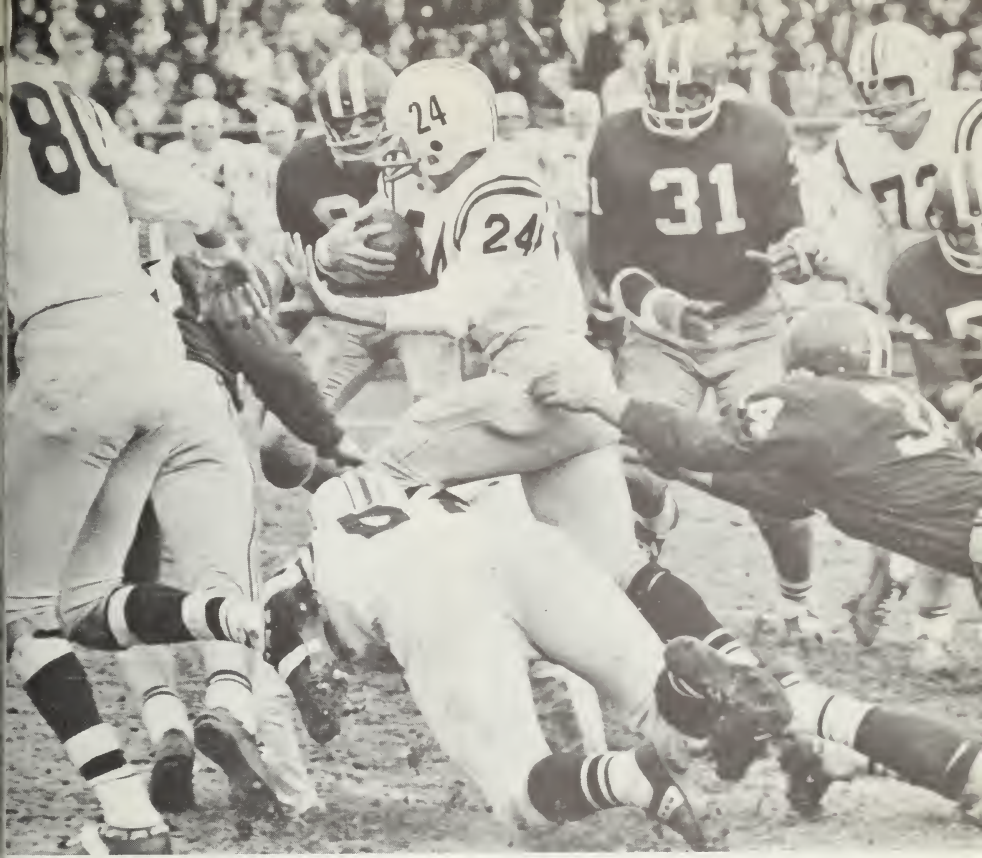
The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, and skiing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and lifesaving.

The Medical Director and the Athletic Department strongly advise parents to provide boys who wear glasses with shatter-proof or contact lenses, not only to minimize danger of injury in athletics but also to avoid loss of study and reading time.

See page 54 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is required to have a general physical examination by his family physician, as well as certain screening laboratory procedures, and routine vaccinations against smallpox, poliomyelitis, tetanus, measles, and mumps. His family is asked to complete a confidential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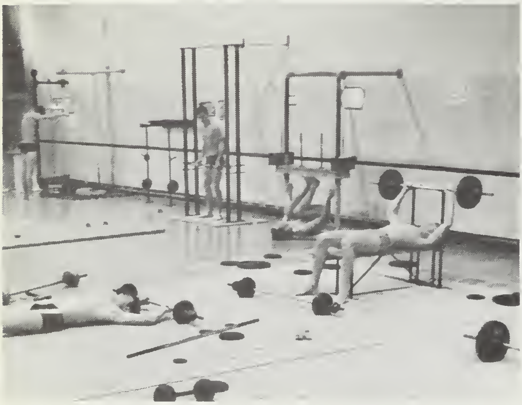

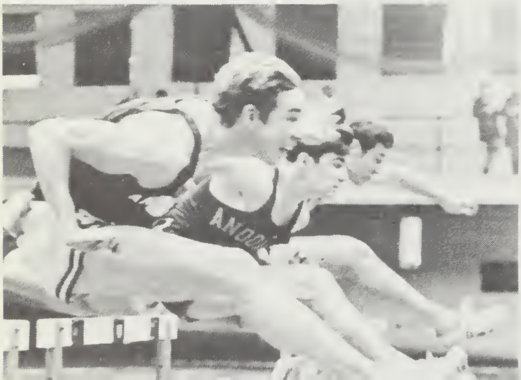
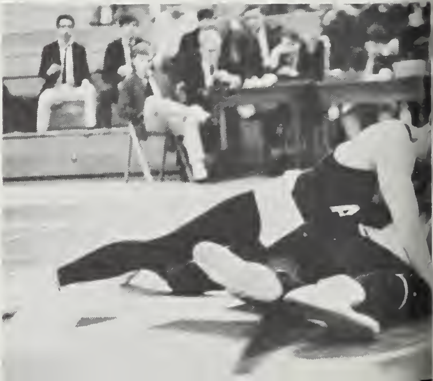

medical questionnaire that may reveal significant symptoms or illnesses. Clinical details are for the exclusive use of the Medical Director.

Immediately after the student's arrival at the Academy, a review of the physical examination and laboratory reports is carried out by a school physician with each student. With new students, complete dental x-rays and x-rays of the chest are taken, tuberculin tests are given, and special examinations of the eye and ear, and tests for reading speed and language disability are carried out whenever they are indicated. The full-time Medical Director and his colleagues on the Isham Infirmary-Hospital medical staff correlate all clinical information, with a view toward establishing an accurate estimate of each student's physical status and needs.

The Isham Infirmary-Hospital is accredited by the Joint Commission on Accreditation of Hospitals under the auspices of the American Medical Association, and the American Hospital Association. It has 50 active beds, as well as room for expansion during epidemics. The hospital has an x-ray department and clinical laboratory, with a full-time technician. A physiotherapy unit is under the direction of a qualified full-time physical therapist. Graduate nurses are on duty 24 hours daily, and additional graduate nurses manage the Outpatient Services from 8:00 a.m. to 6:00 p.m. Although serious and critical medical and surgical emergencies are usually referred to general hospitals in the area, or in Boston, the Isham Infirmary-Hospital is equipped to care for most emergencies.

In addition to the daily outpatient clinic held by the Medical Director, qualified physicians hold clinics in the following specialties on a regular schedule: Psychiatry, Orthopedics, Dermatology, Dentistry, Internal Medicine.

All major illnesses and injuries are reported to parents by telephone, telegram, or letter. Minor illnesses and injuries are not reported unless there is some unusual complication.

The financial responsibility of families for the medical care of students is detailed on page 57.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has three objectives: to train boys to do useful work well, to develop in the boys a sense of responsibility for the day-to-day

1969 — SPRING SCHEDULE — 1969

APRIL

Sat., 12	Baseball	Stoneham High School	2:15
	JV Baseball	Stoneham High School JV's	2:15
	Crew	Kent School	* 2:30
	JV Crew	Kent School JV's	* A.V.
	Golf	Tabor Academy	* 1:00
	Lacrosse	Yale Freshmen	* 2:00
Wed., 16	Baseball	Harvard Freshmen	* 3:00
	Jr. Baseball	Brooks School JV's	* 2:30
	Crew	M.I.T. Freshmen	* 3.00
	JV Crew	M.I.T. Freshmen 2nds	* 3:30
	Golf	Exeter-Gov. Dummer at Exeter	* 2:30
	JV Lacrosse	Rivers C. D. School	3:00
	Jr. Lacrosse	Gov. Dummer 3rds	3:00
	Tennis	Harvard Freshmen	* 3:00
Sat., 19	Baseball	Yale Freshmen	2:30
	JV Baseball	Middlesex School	2:00
	Golf	Yale Freshmen	1:00
	Lacrosse	Tabor Academy	* 3:15
	JV Lacrosse	Holderness School	* 2:00
	Jr. Lacrosse	Tabor Acad. Fresh.	* 3:15
	Club Lax	Tabor 3rds	* 3:15
	Tennis	Dartmouth Freshmen	2:00
	JV Tennis	Portland High School	2:00
	Jr. Tennis	S. Portland (Me.) JV's	2:00
	Track	Dartmouth Freshmen	* 1:00
Wed., 23	Baseball	U.N.H. Freshmen	2:30
	Jr. Baseball	Austin Prep Freshmen	3:15
	Crew	Northeastern Fresh.	2:30
	JV Crew	Northeastern Fresh 2nds	2:30
	Golf	Harvard Freshmen	1:00
	Lacrosse	Boston Lacrosse Club	3:30
	JV Lacrosse	Newton High School	3:00
	Jr. Lacrosse	Newton High 2nds	3:00
	Club Lax	Thompson Academy	3:00
	Tennis	M.I.T. Freshmen	* 3:00
	JV Tennis	Brooks School	* 2:30
	Track	Northeastern Freshmen	2:00
Fri., 25	JV Track	Lawrence High School	2:00
Sat., 26	Baseball	Tufts Freshmen	2:15
	JV Baseball	Andover High School	1:30
	Crew	Tabor Academy	* 4:00
	JV Crew	Tabor Acad. JV's	* 4:00
	Club Crew	Tabor Acad. 3rds	* 4:00
	Lacrosse	Deerfield Academy	2:00
	JV Lacrosse	Deerfield Acad. JV's	2:00
	Jr. Lacrosse	Deerfield Acad. Fr.	2:00
	Tennis	Deerfield Academy	2:00
	JV Tennis	Deerfield Acad. JV's	2:00
	Track	Tufts Freshmen	1:45
Wed., 30	Baseball	Lowell High School	3:00
	JV Baseball	Lawrence High JV's	3:00
	Jr. Baseball	Andover High Freshmen	3:00
	Crew	Harvard Freshmen	4:00
	JV Crew	Harvard Freshmen 2nds	4:00
	Golf	Exeter-Gov. Dummer	2:30
	Lacrosse	Brown Freshmen	* 2:15
	JV Lacrosse	Winchester High School	3:00
	Jr. Lacrosse	Winchester Freshmen	3:00
	Club Lax	Gov. Dummer 2nds	* 3:00
	Tennis	St. Paul's School	* 3:15
	JV Tennis	Newton High School	3:00
	Jr. Tennis	Brooks 2nds	2:30
	Track	Andover High School	* 2:45

MAY

Wed., 7	Baseball	Holy Cross Freshmen	3:00
	JV Baseball	Brooks School	* 2:30
	Jr. Baseball	Exeter Freshmen	* 2:45
	Crew	Trinity Freshmen	4:15
	Golf	Gov. Dummer-Exeter at Byfield	* 2:30
	Lacrosse	Harvard Freshmen	3:15
	Jr. Lacrosse	Lawrence Academy 2nds	3:00
	JV Tennis	Gov. Dummer Academy	2:30
	Track	U.N.H. Freshmen	* 1:15
Wed., 14	Baseball	Worcester Academy	3:00
	Jr. Baseball	Andover High Freshmen	3:00
	Crew	St. Paul's School	3:00
	JV Crew	St. Paul's School 2nds	A.V.
	Club Crew	St. Paul's (2 races)	A.J.V.
	Golf	M.I.T. Freshmen	*12:30
		Gov. Dummer Academy	3:00
	JV Lacrosse	Roxbury Latin School	3:15
	JV Tennis	Belmont Hill School	* 2:30
	Track	Harvard Freshmen	* 3:00
Sat., 17	Baseball	Deerfield Academy	* 2:00
	JV Baseball	Deerfield Acad. JV's	* 1:30
	Crew	Mt. Hermon School	* 1:00
	JV Crew	Mt. Hermon 2nds	* 4:00
	Club Crew	Mt. Hermon 3rds	* 1:00
	Lacrosse	Mt. Hermon School	* 4:00
	JV Lacrosse	Proctor Academy	* 2:45
	Jr. Lacrosse	Gov. Dummer 3rds	* 2:00
	Club Lax	Gov. Dummer 2nds	2:00
	Tennis	Choate School	2:00
	JV Tennis	Choate School JV's	2:00
Wed., 21	Baseball	Boston English High	2:30
	JV Baseball	Exeter JV's	* 2:45
	Jr. Baseball	Exeter Freshmen	2:45
	JV Crew	Middlesex School	* 3:00
	Club Crew	Middlesex 2nds	* 3:00
	Lacrosse	St. Paul's School	* 3:00
	JV Lacrosse	Winchendon School	* 3:00
	JV Tennis	Lawrence Academy	* 3:00
	Jr. Tennis	Lawrence Acad. 2nds	3:00
	JV Track	Lowell High School	3:00
Sat., 24	Baseball	Exeter	* 2:30
	Jr. Baseball	Gov. Dummer JV's	* 2:30
	Crew JV Crew	Regatta at Lake Quinsigamond (Worcester, Mass.)	* A.M.
	Lacrosse	Dartmouth Freshmen	2:00
	Club Lax	Exeter (2 games)	* 2:30
	Tennis	Exeter	2:00
	JV Tennis	Exeter JV's	2:00
	Track	N.E.P.S. Track Meet at Andover	P.M.
Wed., 28	Baseball	Lawrence High School	3:00
	JV Baseball	Exeter JV's	2:45
	Club Baseball	Exeter	
		Teams 1 and 3	* 2:45
		Teams 2 and 4	2:45
	Golf	Exeter at Amesbury C.C.	* 2:15
	JV Golf	Exeter J.V. at Amesbury C.C.	* 2:15
	JV Lacrosse	Exeter JV's	3:00
	Jr. Lacrosse	Exeter Freshmen	3:00
	Club Tennis	Exeter 16 Singles-8 Doubles	* 3:00
	JV Track	Andover High JV's	3:00
Sat., 31	Baseball	Exeter	2:30
	Lacrosse	Exeter	* 2:30

operation of the Academy, and to reduce the Academy's operating costs. Under the supervision of the faculty and members of the Senior class, the work program has become an essential part of the democratic life of Phillips Academy.

All boys are responsible for the daily care of dormitory rooms and corridors, under the direction of housemasters. In addition, they share the burden of keeping the campus free of litter, of shoveling snow in the winter, and doing special work on the grounds at the end of the fall term and at the beginning of the spring term.

Lower Middlers serve as office boys, messengers, and laboratory assistants, working approximately three hours per week. Upper Middlers are assigned to work in The Commons, one week on duty followed by three weeks off. Seniors serve in supervisory capacities, such as proctoring in dormitories and dining-halls. Seniors also serve, through the Blue Key, as guides for visitors to the campus.

GRADES AND REPORTS

Course grades are sent to parents at the Fall Mid-Term rating and at the end of each of the three terms. Based on both daily work and examinations, they are recorded, in whole integers only, on the following scale:

6 — outstanding
5 — superior
4 — good
3 — satisfactory
2 — minimum pass
1 — failure
0 — low failure

The student's housemaster writes a general report to the parents at least twice a year.

REGULATIONS AND DISCIPLINE

Phillips Academy seeks to help boys develop desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy believes that disciplinary measures are among the instruments of education; they are a means of teaching the young both self-discipline and an understanding that the goal of freedom for the individual can be achieved only within a social order. To this end, the Academy tries to inculcate in a boy personal integrity, responsibility for his behaviour,

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MERCEDES BENZ

self-control, and a sense of individual purpose. It believes that discipline should lead a boy to experience the consequences of actions detrimental to himself and others, help him to strengthen himself where he is weak, and teach him to accommodate himself to the requirements of the school. The Academy has developed its regulations in accordance with these principles.

Offenses involving a boy's integrity, social offenses that threaten the well being of the school community, and continued infractions indicating an unwillingness to come to terms with the demands of the school all render a boy liable to dismissal. Examples are dishonesty, the possession or consumption of alcoholic beverages or drugs, gambling, unauthorized absence from school bounds.

Students may not possess, rent, or drive any motor vehicle within school bounds, nor may they possess firearms or explosives. Smoking is forbidden to all students, with the exception that Seniors may smoke pipes. Boys who feel unable to live happily with the Academy's smoking rule should not apply for admission.

The Academy expects all boys to apply themselves conscientiously to their studies and to discharge their obligations to the school. It expects a greater degree of self-discipline and initiative as the student matures, and to that end creates a less regulated existence for Seniors than for underclassmen. All students, however, are expected to meet all their required appointments, especially those immediately preceding and following vacations and holidays.

OUT-OF-TOWN EXCUSES

Students in good standing may take two or more weekend excuses each term and a number of day excuses, depending on their class.

ROOM EQUIPMENT, CLOTHING AND ATHLETIC EQUIPMENT

The Academy provides each student with bed, mattress, pillow, bed linen, chest and mirror, desk, desk-chair, and easy chair. In double rooms they are provided for each occupant. Bed linen is provided and laundered by the school. Students furnish their own blankets, bedspreads, towels and desk lamps.

Expected dress for church and other formal occasions consists of a suitable coat, tie, shirt, trousers (not dungarees), socks, and shoes. Students should have a suit to wear on certain special occasions. Expected dress for class and daily appointments consists of a suitable coat, tie, shirt, trousers (not dungarees), socks, and shoes; a turtleneck may be substituted for shirt and tie; during May and June, shirts with collars may be substituted for coats and ties in the classroom. Clothing must be clean and neat. *All wearing apparel and personal effects must be plainly marked with the student's name.* Boys are asked to avoid extremes in hair styles and to keep their hair clean and neat.

Protective athletic equipment is furnished by the Academy. Each student is urged to bring along whatever other equipment he already possesses, but not to buy new equipment, since substantial savings can be made on purchases through the Athletic Department. All scholarship boys will be able to buy athletic shoes at half price. Every student is required to own a pair of high quarter sneakers.

The Academy does not issue a detailed list of necessary equipment, but expects each individual to provide for his own needs. Since blankets are not provided, each boy should bring two or three. Other suggested items are a bedspread, towels, and a desk

Mr. Richards

lamp. For the New England winter, an overcoat or warm outer jacket and adequate foot gear should be included.

The Academy is not responsible for the loss of student's clothing or personal effects, either during term time or when stored over vacation, unless deposited in the student storage center.

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. They have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds. The total annual cost to the Academy for each student is currently in the neighborhood of $5,000. Of this figure, $2,400 is met by the inclusive fee, leaving a considerable balance to be met by the income from invested funds, by gifts from alumni, parents, and from other sources.

Tuition Charges

The tuition for boarding students is $2,400; for day students (who must live in the Greater Lawrence area) $1,600: one half payable on October 1 for Fall Term, one fourth on January 1 for Winter Term, and one fourth on April 1 for Spring Term. Adjusted bills for scholarship students are payable on the same basis. An alternative to the above method of payment is that tuition may be paid in ten equal monthly installments starting September 1 and ending June 1. A service charge of ten dollars is made for this accommodation. Each student, when assured of admission, is required to make a deposit of $50, which is credited on his first bill.

The tuition charge of $2,400 covers instruction, board, room (including furniture and bed linen), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include charges for tutoring, Language Training, special instruction in music or athletics, medical insurance, dental care, special medical expenses, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property.

Bills for items not included in the regular school charge may be rendered at any time during the school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn. A student otherwise eligible for return in a given school year will not be allowed to register if his school account for the preceding year has not been paid in full. The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1, when billed. The balance remaining after charges for breakage have been deducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Medical Expenses and Medical Insurance

All minor illnesses and injuries are treated at the Isham Infirmary-Hospital by the Medical Director and his staff without charge, including, if required, two days of hospitalization for each disability. However, parents are responsible for the cost of outpatient surgery, medical consultations, dental care, x-rays, laboratory tests, medications, orthopedic appliances, any required immunizations, and hospitalization at the Isham Infirmary-Hospital as detailed below.

For illnesses or injuries requiring hospitalization at the Isham Infirmary-Hospital beyond two days, a charge will be made, retroactive to the first day of the hospital confinement. A charge will be made for the treatment of all surgical cases, including orthopedics, at the Isham Infirmary-Hospital, and, if hospitalization is required, a charge will be made commencing with the first day. A charge will be made, commencing with the first day, for students returned to the Isham Infirmary-Hospital for post-operative care or convalescence after surgical or medical treatment at an outside hospital.

A personal family medical insurance policy will meet most costs of such inpatient Isham Infirmary-Hospital care. *The School strongly recommends that each student be provided with such coverage.*

A student medical insurance plan is available. Coverage for returning students commences on September 1, for new students when they arrive on campus for the fall term. The school medical insurance applies only to medical expenses for treatment of students by physicians or hospital admission *outside* the Isham Infirmary-Hospital. It pays benefits up to $650.00 for each accident or illness requiring treatment *outside* the school during the twelve months of the year, on campus or off. Benefits under this plan are paid in addition to any benefits to which a student may be entitled under any personal policy. Not infrequently, the coverage from *both* types of policies is necessary to meet the total expense of a protracted or involved illness. The cost of the student medical insurance plan is $16.50 per student. Participation in the medical insurance plan is optional but strongly recommended.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	$25.00 to 95.00
Pressing and cleaning	20.00
Medical Insurance	16.50
Books and supplies	50.00
Dues, publications, and charitable contributions	20.00
Breakage deposit (refundable)	0 to 25.00
Miscellaneous, including spending money	120.00
	$251.50 to 346.50

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Financial Aid (*see page 55 for basic policy*)

Scholarships vary in amount according to the applicant's need, ranging from $250 to the full amount of $2,400. In addition to the scholarship award, part of the cost of travel (within the continental limits of the United States) is borne by the school when a scholarship student lives more than about 400 miles from Andover. The travel allowance varies in amount from $25 to $175 for each round-trip, depending on the distance of the student's home from Andover.

Families whose need is not great but who, in the judgment of the Admissions and Scholarship Committee, are entitled to some financial assistance, will receive aid in the form of a loan. Such loans will not bear interest while the boy is at Andover, but interest at the rate of 3% per annum will be charged from the time of his graduation. Under normal circumstances repayment of the loan starts four years after the boy's graduation from Andover, at a time when, presumably, he has finished college. Normally, all awards of $500 or less will be made as loans. In some special cases loans for larger amounts may be arranged; in others, the award may occasionally be part outright grant and part loan.

The Committee requires the parents of all boys applying for financial aid to submit a complete report of their financial condition, which is kept confidential. All boys on the Scholarship List are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of, and deserve, the opportunities that they enjoy.

THE ANDOVER SUMMER SESSION

Now in its twenty-ninth year, the six-week Andover Summer Session complements the winter program of Phillips Academy by offering the same high standards of teaching and learning to a different student body. Its purpose is to provide for able boys and girls of high school age a summer experience that will deepen and extend their intellectual, aesthetic, and moral interests. The ideal of the Summer Session is to be a national public summer school, open to all who are well qualified. In 1969, the Summer Session enrolled 560 boys and girls from forty-five states and ten foreign countries, and, because of the scholarship program, from widely differing economic and social backgrounds.

The Summer Session offers no academic credit for any course and places little emphasis on grades. It is not a place to make up work or to strengthen weak academic backgrounds. Students have the opportunity to learn for the sake of learning, free from the pressure of grades, credits, and rank in class. A student may find the Summer Session a useful taste of residential school life and of high academic standards. On the other hand, since the Summer Session presents a different program to different students in a different way, it is by no means a valid sample of the Phillips Academy winter session experience.

Because the student takes only one major course, in a field in which he has already demonstrated special interest and ability, the Summer Session offers an academic experience in depth that can rarely be obtained elsewhere. Language courses offer a concentrated opportunity to learn new skills; other courses offer subject matter or approaches rarely available in secondary schools (*e.g.*, studio art, writing, play production, anthropology, computer programming, film making, psychology, Afro-American studies). All students also study English composition. Most take 18 hours of class each week; the particularly able may elect an additional 6-hour minor course.

The 1970 Andover Summer Session will open on Wednesday, July 1, and will close on Wednesday, August 12. The Summer Session publishes its own catalogue, which may be obtained by writing to the Director of the Summer Session, Phillips Academy, Andover, Massachusetts 01810.

SCHOOLBOYS ABROAD

SCHOOLBOYS ABROAD, two programs conducted during the school year in Barcelona, Spain and Rennes, France form an integral part of the curriculum of Phillips Academy, Andover, the Phillips Exeter Academy, Exeter, N.H., and of St. Paul's School, Concord, N.H., and as such is a joint educational venture of the three academies. Its purpose is to provide for qualified secondary school Upper Middlers (11th graders) and a few seniors (who will have completed the American History and laboratory science requirements) a year of intensive study of the Spanish or French language, as complete an immersion in the culture of Spain or France as is possible and at the same time a full academic schedule. The programs are open to American boys from any accredited secondary school. If the student satisfactorily completes the course, it is expected that he will return for his Senior year to the school he was previously attending. A student not already attending an independent boarding school, who wishes to apply for one of the limited number of places for the Senior year at Andover, Exeter, or St. Paul's must announce his intention in writing *at the time he makes formal application* to the Program, indicating the school for which he wishes to be a candidate. Soon after the student is admitted to the Program the Admissions Office of the school selected will indicate what steps should be taken thereafter. These will usually include an interview with an Admissions Officer of the school or his representative before July 15. Action on such applications will be taken before the candidate leaves the United States in September, but final acceptance for the Senior year is contingent on a distinguished record abroad.

Candidates must have completed the equivalent of at least two years of study of secondary school Spanish or French by the date of sailing for Europe. This may include summer study. The curriculum of the program parallels that normally available in college preparatory schools in the United States (with the omission of laboratory science). The courses in European History, Language and Culture, and Modern Literature are taught entirely in the language of the country by outstanding native teachers. A minor course in Art and Architecture is ordinarily offered and taught by a native teacher in his language. The courses in English and mathe-

Schoolboys Abroad Visit the Alhambra

matics are taught in English by two experienced members of the faculties of the three sponsoring schools. One of the chief objectives of the language courses in particular, and of the program as a whole, is thorough preparation for honors work in the Senior year. Such preparation is ideally suited for those boys whose interest in Spanish or French is such that they may seek Advanced Placement in that subject. Another important objective of the program is to expose the student in his daily living to another important culture in as complete a form as possible. Boys participating in either course live individually in native homes in each city. During vacation periods trips are made to as many other important points in each country as time will permit.

Courses of the Spanish program are conducted in the *Instituto de Estudios Norteamericanos,* Via Augusta, 123, Barcelona, Spain. Those of the French program are conducted in the building of the *Institut Franco-Américain,* 7, Quai Chateaubriand, Rennes, France. Sports activities take place in public or private facilities wherever these may be available to the program.

SCHOOLBOYS ABROAD publishes its own catalogues (one for each program) which can be obtained by writing the Administrator, SCHOOLBOYS ABROAD, George Washington Hall, Andover, Massachusetts 01810.

The Institut Franco-Américain in Rennes

COLLEGE ADMISSIONS

Because of the increasing pressures for admission to the most selective colleges and universities, most Andover seniors have found it advisable to make several applications to institutions of varying degrees of renown. In recent years approximately 62 percent of the Senior Class have been admitted to the college of their first choice. While the school makes every effort to see to it that a boy is admitted to a college appropriate to his needs and abilities, it does not and cannot guarantee him admission to the so-called prestige colleges.

College Matriculation of the Class of 1969

College	*Students*	*College*	*Students*
Amherst	4	Menlo	2
Antioch	4	University of Michigan	1
University of Arizona	1	Middlebury	1
Bennington	1	New York University	2
Boston College	2	University of North Carolina	6
Boston University	1	Northwestern	2
Bowdoin	1	Oberlin	3
Brigham Young University	1	Occidental	2
Brown	4	Ohio University	1
Bucknell	1	University of Pennsylvania	9
Calif. Inst. of Technology	1	Pomona	1
University of California—Berkeley	3	Prescott	1
University of California—Santa Cruz	2	Princeton	13
Carleton	1	Reed	2
Chicago	1	R.P.I.	1
Clemson	1	Rice	2
Colby	1	Rochester	8
Colgate	2	Rollins	1
Colorado College	1	Rutgers	1
Columbia	3	University of Southern California	2
Cornell	3	Stanford	14
Dartmouth	6	Swarthmore	1
Denver	1	Syracuse	2
Dickinson	1	University of Texas	1
Duke	4	Trinity	2
Friends World	1	Tufts	2
Georgetown	1	Union	2
Harvard	34	Vanderbilt	6
Harvey Mudd	1	University of Vermont	3
Haverford	2	University of Virginia	2
Hobart	1	University of Washington	1
Johns Hopkins	4	Washington University	1
Kalamazoo	1	Wesleyan	9
University of Kansas	1	Williams	6
Lafayette	1	William & Mary	1
Lawrence	1	University of Wisconsin	2
M.I.T.	2	College of Wooster	2
University of Massachusetts	4	Yale	19

Total number of institutions entered — 76.

ADMISSIONS

GENERAL POLICY

ADMISSION to Phillips Academy is based on evidence of a boy's merit, without regard to his family's ability to pay the school's full annual charge. Successful candidates in need of financial assistance receive grants-in-aid or loans or combinations of both, the amount of which depends solely on the financial circumstances of their families. The school's constitution, written in 1778, states, "This seminary shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the Admissions and Scholarship Committee selects each year from approximately fifteen hundred candidates the three hundred most promising and deserving boys, even though many of them are unable to pay the full $2,400 all-inclusive fee. Among the entire student body, over two hundred and sixty boys receive awards averaging above $1,600. Thanks to the generosity of a large number of alumni and other friends, nearly $500,000 is available in 1970 to provide financial assistance for those who are judged eligible strictly on the basis of need. Of this amount over $170,000 is reserved for new boys.

The Academy believes in the value of diversity in its student body. Boys learn from each other as well as from classroom experience; the twenty-four hour association and friendship which a boarding school provides can do much to enhance each boy's ability to understand and cope with the attitudes and mores of others. In attempting to secure the desired diversity (economic, geographic, social, cultural, and ethnic), the Academy is especially interested in candidates who combine strength of character and sense of responsibility with a flair for a particular activity or study.

The basic requirement for admission is evidence of sound character and a strong all-around school record. Test performance and relative physical, social, and emotional maturity are also considered. Evidence of self-discipline, concern for others, and a general awareness of the world and its problems are emphasized in the competitive selection process.

The closing date for receiving applications is normally January 1 (except for postgraduates). Strong priority is given to those candidates who complete the full admissions procedure by January 15.

It is particularly important to take the December 13, 1969 administration of the Secondary School Admission Test (except for Senior Class candidates).

Boys are admitted annually to each of the four classes in approximately the following numbers: ninth grade (Junior), 125; tenth grade (Lower Middle), 100; eleventh grade (Upper Middle), 50; twelfth grade (Senior and Postgraduate), 25. Unlike some schools, the Academy does not consider attendance for the full four years essential.

Because maturity is important in achieving success at Andover, a boy younger than fourteen at the time of entrance is sometimes at a disadvantage physically, socially, or emotionally even though he may be well qualified academically. It is often, though not always, better for such a boy to remain at his present school through the ninth grade and then attend the Academy for four years. About one out of seven boys follows this procedure. Because of great flexibility in course scheduling, a repeating member of the Junior Class (ninth grade) can generally move ahead academically in one or more subjects, benefiting at the same time from the social and physical advantages of living with his contemporaries.

The limited number of postgraduates admitted each year are treated in all ways as full-fledged members of the Senior Class.

Financial Aid

The policy is described in page 64. See page 58 for details.

PROCEDURE IN APPLYING

Each applicant must complete these four steps:

I. Submit the accompanying Preliminary Application card and fee.
II. Have a personal interview.
III. Return the Final Application forms.
IV. Take the Secondary School Admission Test.
(See page 68 for Senior Class and postgraduate candidates.)

Candidates who complete the four steps on time will be given priority. Except for postgraduates, candidates must normally make application before January 1 of the year of intended entrance.

Step I. *Submit the Preliminary Application and $10.00 fee.*

Time: *When the decision to apply is made.*

Use the accompanying Preliminary Application (and Geographical Card). The non-returnable $10.00 fee, payable to the Trustees of Phillips Academy, is required unless specifically waived by the Admissions Office.

Step II. *Have a personal interview.*

Time: *Normally well before January 15 of the year of proposed admission.*

An interview is required of all applicants. A visit to the Academy is highly desirable as it gives the candidate a chance to have his questions answered and to see the school for himself. Student guides and admissions officers will do all they can to make the visit a pleasant and informative experience. Normally, a tour of buildings and grounds with a student guide will precede the interview with an admissions officer.

If a candidate cannot arrange such a visit, he or his family should make an appointment with a nearby Alumni Representative (see listing on pages 143-149). An appointment with this Representative should be made directly with the man himself, not through the Academy office.

All appointments should be made in advance, preferably by telephone. Calls to arrange appointments at the Academy should *not* be made to the Director of Admissions but to his secretary. Tel.: 617-475-3400. Office hours: Monday through Friday 9:00-5:00, Saturday 9:00-12:00. The Admissions Office does not usually schedule interviews from January 15 to March 1, nor on Saturdays during Academy vacations (see page 5 of the Catalogue for the school-year calendar).

Step III. *Return the Final Application Forms described below.*

The forms are normally mailed in mid-November to candidates who have completed Step I for admission the following fall.

Time: *Within three weeks of their receipt.* (Late applicants should see that they are returned immediately.)

A. *The Student Questionnaire:* This form should be returned separately from the others.

B. *The Confidential Recommendation Forms:*

All forms should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate. Except for the person who completes the green form, the teachers selected should be those who are currently teaching the candidate. Additional reference letters from any source are welcome but not required.

C. *Final Application and School Record Form:*

After the parent or guardian has filled in the first page, the form should then be completed by the candidate's current principal or guidance counselor.

All forms are to be returned directly by those who complete them. The candidate himself is responsible for determining that the forms are completed and returned on time. As an aid, the Admissions Office will send a notice to each candidate whose folder is incomplete as of February 5.

Step IV. *Take the Secondary School Admission Test.*
(See below for Senior Class candidates.)

Time: December 13, 1969.

The Secondary School Admission Test is required by all except candidates for the Senior Class. It is particularly important to take the December 13 administration of the test even though the candidate has taken it previously. It will be given on that day by the Educational Testing Service at centers throughout the United States and many foreign countries. The December test is required of all candidates who initiate application in time to register for it.

The test will be given also on February 7, April 4 and May 16, 1970, but the Academy can hold out little hope of providing room for boys who take it in February, and no hope at all for those who wait until April or May, though tests on these dates may be used to provide a trial run for 1971 candidates.

A *Bulletin of Information for Candidates* will be sent to all 1970 candidates who have filed the Preliminary Application Form. Others may obtain copies by writing to Secondary School Admission Test, Educational Testing Service, Princeton, N. J. 08540. Each applicant must complete a special form (supplied with the *Bulletin of Information for Candidates*) and be sure that it reaches the Educational Testing Service by the deadline dates listed in the Bulletin. The cost is $7.00 ($10.00 for candidates at foreign centers), payable to the Educational Testing Service.

Special preparation or tutoring for the admission test is neither necessary nor advisable, but a regular program of general reading, perhaps a book a week beyond school requirements, may improve performance on the verbal sections. Though sample tests are not available, the *Bulletin of Information for Candidates* contains a few typical questions.

Senior Class Candidates

Instead of the Secondary School Admission Test, candidates for the Senior Class must take the College Board Scholastic Aptitude Test, preferably the current December or January series (or the Preliminary Scholastic Aptitude Test if an eleventh grader), and request the College Board in writing *after* the test date to send Phillips Academy the results of *all* Board tests taken. A check or money order for $1.00 must accompany the request.

Acceptance Dates

By agreement with a number of schools, official notice of admission will not be mailed before March 4. Parents will normally be required to confirm the admission, by deposit or otherwise, no later than March 25. As soon as a boy hears favorably from his first-choice school, he is expected to accept the offer of admission immediately and at the same time to notify all other schools to which he has applied that he wishes to withdraw his applications to them. This action will enable schools to release more letters of admission to waiting candidates. The Academy does not participate in any type of early decision plan.

Phillips Academy candidates for 1970 may expect notification of action as soon as possible after March 4, and certainly before March 25, on all fully completed applications. Successful candidates who decide to accept their admission are required to pay a non-returnable deposit of $100.00 (to be credited on the first school bill).

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory academic and general record.

Placement Examinations and Preparation for Them

Applicants who have been admitted to the Academy, and who have thereafter paid the required deposit, will normally be expected to write subject-matter placement examinations on or about Friday, May 22. The Admissions Office may exempt boys with outstanding records and Secondary School Admission Test results from all or part of this requirement. Those who do not live within commuting distance of Andover may write the examinations at their present schools or at home. While no special preparation for the Secondary School Admission Test is expected, outside study or tutorial assistance in anticipation of the placement examinations will usually be helpful. Sample placement examinations are supplied without charge by the Admissions Office upon receipt of the $100.00 deposit confirming acceptance of admission. Each sample lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes, and to those upper class candidates who are currently studying the first year of Latin, French, Spanish, German, or Russian, the National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109, publishes each year four separate pamphlets covering English, Mathematics, Latin, and Modern Languages. They are entitled *Curriculum Suggestions* and cost respectively $.65, $.65, $.90, and $1.15. The pamphlets contain detailed subject-matter requirements in English, Mathematics, Latin, French, German, Spanish, and Russian for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the *Curriculum Suggestions* should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy encourages but does not require the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students in early August. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have, in most cases, reached the age of fourteen by the September of matriculation. Sometimes, they will be asked to write a placement examination in mathematics which will cover arithmetic and some elementary algebra, but a boy whose eighth-grade course is a standard first-year, high-school algebra course should write instead the paper for entrance to Mathematics 20. Boys who are currently studying a foreign language will be asked to write the appropriate placement examination.

Lower Middle Class

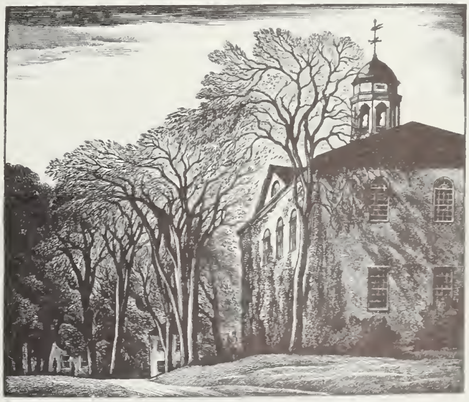
For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra and in foreign languages currently being studied. The work is described on pages 93-101. In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to Mathematics 20 and the second year of the appropriate foreign language, which will be sent upon request without charge. Extra preparation may be advisable. Credit for the English, History, and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to the second- or third-year level of a foreign language they are planning to continue at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, that cover the work of the Academy's lower years. Candidates who have taken College Boards should request the Board in writing *after* the test date to send the results to the Phillips Academy Admissions Office. A check or money order for $1.00 must accompany the request.

Postgraduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They are treated in all ways as full-fledged members of the Senior Class. They must take the College Board Scholastic Aptitude Test, normally the current December or January series, or the Preliminary Scholastic Aptitude Test, and request the College Board in writing *after* the test date to send Phillips Academy the results of all Board tests taken. A check or money order for $1.00 must accompany the request.



The Cochran Chapel

COURSE OF STUDY

The curriculum of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in religion, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

An additional description of the curriculum, "Planning a Program of Studies at Andover," is sent to parents of entering students and is available to others upon request.

See pages 78-112 for descriptions of all courses.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office welcomes inquiries concerning specific requirements for such boys.

4 units of English
3 units of mathematics
3 units of one foreign language, either ancient or modern
1 unit of history, normally American
1 unit of laboratory science
* ½ unit of ancient history in the Junior year
* ½ unit of elementary science in the Junior year
3 units of elective courses
Religion in the Lower Middle year
Art or Music in the Upper Middle year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)

In 1969-70 there are three Junior Programs:

I.	*Periods a week*
English 1	5
Mathematics 1	5
Foreign Language 1	5
History 1	3
Elementary Science	3
	21
II.	
English 1	5
Mathematics 1	5
Foreign Language 1	5
Foreign Language 2	5
	20
III.	
Perception and Expression	10
A pilot course, limited to thirty students, combines the study of English with exploration of other	(4 unprepared)

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* Junior Year programs II and III show alternatives to these requirements.

media such as the visual, the aural, and the kinesthetic. (See page 112.)

Mathematics 1	5
Foreign Language 1	5
History or Elementary Science	3
Total	23

Lower Middle Year (10th grade)

	Periods a week
English 2	4
Mathematics 2	4
Foreign Language 2	5
*Elective (major)	4 or 5
Religion 1	2
Total	19–20

Upper Middle Year (11th grade)

English 3	4
Mathematics 3	5
Foreign Language 3	4
*Elective (major)	4 or 5
Art or Music	2
Total	19–20

Senior Year (12th grade)

English 4	4
History 4	4 or 5
*Elective (major)	4 or 5
*Elective major or its equivalent in minors or supervised independent work	4
Total	16 or 18

Elective Majors

English 41	Creative Writing
English 42	American Masters
English 43	Writers in Depth
English 44	The Negro and American Literature
English 51	Novel and Drama
English 52	Comparative Humanities
English 53	Satire and Psychological Fiction

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* One elective major in one of the three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

§Art of the Film (English and Art)
§Contemporary Communication (English and Art)
Man and Society
Greek 1, 2, 3, 4
Latin 1, 2, 3, 4, 5
French 1, 2, 3, 4, 5, 6
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4, 5
Russian 1, 2, 3, 4
Italian 1-2
Biology
Basic Concepts of Science
†Chemistry
†Physics
†Science Honors
†Mathematics 40, 41, 42, 43, 45, 5, 6
†Art Major
†Music Major
†Religion 4
‡History 2
§§History 30 US
†History 31 European
**History 41 Ancient
**History 42 Asian
**History 43 European

No credit is given for less than a two-year sequence in any foreign language.

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified Juniors in Latin and to Seniors in German, French, Greek, Russian, Spanish, and Italian.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in Latin and the modern foreign languages, designed to cover four years' work in three or five years' work in four; and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

[*] One elective major in three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

[†] Normally for Upper Middlers and Seniors only.

[‡] Not permitted after the Lower Middle year.

[§] For Seniors only.

[§§] For Upper Middlers only.

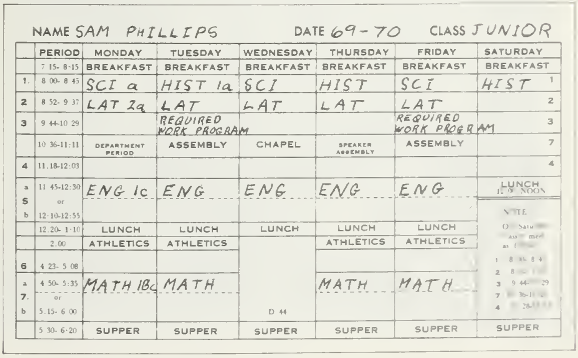
[**] Normally open to Seniors who have taken History 30-US, but may be taken in addition to History 40-US.

Independent Projects for Seniors

With the approval of a faculty committee, a Senior may undertake a special project of independent work under the supervision of a member of the faculty in one of three ways: (1) for the Winter or Spring Term, in place of required athletics, (2) for the Spring Term, in place of the Senior elective minor, or (3) for the whole year, in place of a Senior elective minor or a major course.

Elective Minors (Mainly for Seniors)

- Creative Writing
- Modern Literature
- Public Speaking
- Visual Studies
- Art Seminar
- Advanced Studio
  - Cinema Animation
  - Architecture
  - Furniture Design
  - Painting and Graphics
  - Photography
  - Sculpture and Ceramics
- Chorus
- Concert Band
- Harmony
- Instrumental Lessons
- Instrumentation
- Introduction to Music
- Orchestra
- Politics of International Relations
- Introduction to East Asia
- Introduction to South Asia
- Religion E
- Religion P
- Religion T
- Philosophy
- Mathematics G
- Mathematics L
- Mathematics M
- Mathematics P
- Mathematics S
- Mechanical Drawing
- Navigation
- Biology S
- Chemistry G
- Chemistry S
- Physics S
- Anthropology
- Electronics
- Geology
- Latin S
- Latin H
- Greek T
- German S
- Spanish M



NAME SAM PHILLIPS DATE 69-70 CLASS JUNIOR

	PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	7 15- 8-15	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	
1.	8 00- 8 45	SCI a	HIST Ia	SCI	HIST	SCI	HIST	1
2	8 52- 9 37	LAT 2a	LAT	LAT	LAT	LAT		2
3	9 44-10 29		REQUIRED WORK PROGRAM			REQUIRED WORK PROGRAM		3
	10 36-11:11	DEPARTMENT PERIOD	ASSEMBLY	CHAPEL	SPEAKER ASSEMBLY	ASSEMBLY		7
4	11.18-12:03							4
a	11 45-12:30	ENG Ic	ENG	ENG	ENG	ENG	LUNCH [illegible] NOON	
5	or							
b	12·10-12:55							
	12.20- 1·10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
	2.00	ATHLETICS	ATHLETICS		ATHLETICS	ATHLETICS		
6	4 23- 5 08							
a	4 50- 5:35	MATH IBc	MATH		MATH	MATH		
7.	or							
b	5.15- 6 00			D 44				
	5 30- 6·20	SUPPER	SUPPER	SUPPER	SUPPER	SUPPER	SUPPER	

DESCRIPTION OF COURSES

ART

The courses in Art are planned to develop the visual perceptions of all students. The basic course, Visual Studies, is normally taken in the Upper Middle year and is a prerequisite to further elective courses in Art. Occasional reading assignments, illustrated lectures, films, and original works of art displayed in the Addison Gallery complement the experience of class and studio.

Visual Studies. Two hours. In its emphasis on observation, interpretation, and organization, the course is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours of class work count for two hours credit, with no outside preparation required. Along with illustrated lectures and discussion of design problems, the student receives experience in photography, two-dimensional design, and three-dimensional construction. Previous experience in art is not required.

Art Seminar. Two hours. Principles of visual design and an examination of art history in relation to the present day is the chief concern of the course. Outside work consists of research and the preparation of either papers or slide-tapes on related topics of the student's choice. This course may be combined with any one of the Advanced Studio courses to constitute an Art Major.

Advanced Studio. Two hours. Meeting four hours a week in the studio, the student is given a chance to pursue interests he may have developed in Visual Studies or elsewhere, in the categories described below. The student has the option of studying each art form for a minimum of one term, although most students prefer to stay with one discipline for the entire year. Visual Studies is a prerequisite.

Animation: As a form of cinema, animation offers varied possibilities. In addition to the generally experienced drawn animation, it is possible to work with still photographs, collage techniques, clay, and other movable objects, and projected light effects or special lenses. Using 16mm film and magnetic sound-stripe, this course examines the possibilities and allows in-depth experiences of the student's choice.

Architecture: An exploration of possible approaches to the design of our physical environment, with the intention of relating analysis of function and structure to the need for expressive order and scale. There is a chance for the student to combine practical interests with an aesthetic and technical discipline, as well as an emphasis on the student's initiative in solving assigned problems.

Furniture Design: Combines all the disciplines related to architecture and applies them to objects we use rather than spaces we use, with the added experience of techniques of furniture construction in the shop with a design point of view related to sculpture.

Painting and Graphics: An introduction to the basic concepts and techniques of painting in oil, water, and plastic emulsion paints, with an exploration of relief (woodcut, linoleum, etc.) and intaglio (drypoint, etching, etc.) printmaking processes. Students may then propose, develop and carry out 2-dimensional projects in the medium of their choice, with individual criticism and instruction by a practicing painter and printmaker.

Photography: Taking Visual Studies as a base, the advanced students work with the idea of photography as a visual language. Using this language, the student learns to make statements about himself as an individual in his environment. Advanced techniques are used to make these statements strong and personal.

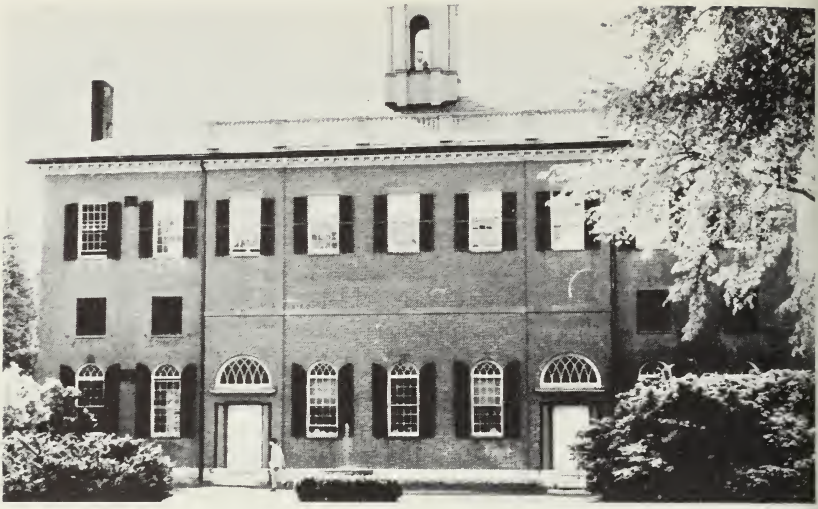
Sculpture and Ceramics: Offers an opportunity to work in practically every material available to the sculptor today, i.e., wood, stone, metal, plastics, plaster, ceramics, etc. It is therefore possible for the student to develop into sculpture, concepts already begun in Studio Art, as well as ideas drawn from his own experience. Individual criticism is stressed.

Contemporary Communications (see Interdepartmental Courses, page 111)

The Art of the Film (see Interdepartmental Courses, page 111)

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times



Pearson Hall, the Classics Building (*1817*)

must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin; but boys interested in literature, archaeology, philosophy, or medicine might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

Greek 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek reader, or from the initial chapters of Xenophon's *Anabasis.*

Greek 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek;* Xenophon's *Anabasis,* ed. Mather and Hewitt (University of Oklahoma Press).

Greek 2. Five hours. The second year is occupied with selections from Xenophon's works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation. The texts are Xenophon's *Anabasis* (ed. Mather and Hewitt) and Plato's *Apology* and *Crito*, ed. Dyer and Seymour (Ginn & Co.).

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read. The texts are Benner's *Selections from Homer's "Iliad"* (Appleton) and Hadley's *Euripides' "Alcestis"* (Cambridge University Press).

GREEK 4. Four hours. The fall term is devoted to selections from Herodotus, Hippocrates, Thucydides, and Plato; the winter to a play of Sophocles; the spring to selections from the Greek lyric poets.

GREEK T. Two hours. A senior elective that studies the Greek Old and New Testaments.

GREEK COMPOSITION. See notice under *Latin Composition*.

Latin

LATIN 1. Five hours. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin*, by Alston H. Chase.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin I Entrance Examination, may be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability. Texts as for Latin 1 and 2.

LATIN 2. Five hours. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, but the reading is varied by selections from other Latin prose authors and from simple poetry. There is practice in sight translation and in prose composition. The texts are *An Intermediate Latin Reader*, by William J. Buehner, and John Colby's *Review Latin Grammar*.

LATIN 3. Four hours. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. Selections from Vergil and one of the Comedies are read. The text is Gillingham and Barrett's *Latin: Our Living Heritage, Book III* (Charles E. Merrill Books).

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin.

LATIN 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

LATIN H. Two hours. Reading and discussion of the *Odes* of Horace and poems of Catullus, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics, and to their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

LATIN S. Two hours. This course, less demanding than Latin H, is designed for boys who have completed Latin 3 and desire to keep in contact with the language through a minor course. The reading will be drawn mainly from the poetry of Ovid. The basic text is Gillingham-Baade, *An Ovid Reader*, Merrill.

LATIN 5. Five hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* are read and the reading of Horace's *Odes* is begun, to be carried on through the second term. In the winter, two Roman comedies are read; and, in the spring, Catullus' poems and selections from Tacitus' *Annals.*

ACCELERATED COURSES. At the end of the first term of Latin 1, students of high ability are offered the opportunity to join an accelerated section, Latin 1X. They continue in Latin 2X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2X obtain credit for only two years of Latin.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the principal literary types, and wide collateral reading. Classroom teaching is supplemented by conferences. Sections vary in size from ten to fifteen. After the Junior year, particularly able boys may enter honors sections and are encouraged to develop their special literary aptitudes.

In addition to assigned reading, students do collateral reading, guided by the English teacher. In all courses the Department encourages the writing of story, poem, and essay; and it sponsors a series of prize competitions to stimulate interest in original writing.

Also studied is the relationship of culture and language. A language basically in the oral tradition, Swahili or Tagalog, is examined to show the "rules" by which statements must be made.

English 1. Five hours. Both in literature and composition, the course concentrates on narration and description. Frequently the writing assignments correspond with the literature under study, for example, the writing of fables along with the study of Aesop. Although the course does not use a grammar text, it does include discussion of grammatical problems arising from student papers as well as a study of language growth, word formation, and etymology. Representative Texts: *Short Stories II*, Shedd; *Huckleberry Finn*, Twain; *Journey of Poems*, Niebling; *Narrative Poems*, Untermeyer; *The Tempest*, Shakespeare; *Lord of the Flies*, Golding; *Aesop's Fables.*

Language. Four hours. Open to Juniors and Lower Middlers. A course for those who because of previous training might be expected to encounter difficulties in language study, English and foreign. Emphasis is on transformational and generative grammar in an attempt to close the gap between the natural spoken word and the artificiality of the written word.

English 2. Four hours. The course concentrates on expository writing and on the acquisition of a critical and analytical vocabulary to be used in the study of the novel, short story, drama, poetry and the essay. All sections study generative and transformational grammar.

Representative texts: *Composition of the Essay*, by Hyde & Brown, *Great Short Stories*, ed. Schramm, *Henry IV (Part I)*, *Richard II*, *The Face of a Hero.*

English 3. Four hours. English 3 divides into two courses, English 3R and English 3L. English 3R is the normal course, a study of relatively modern works in the usual genres of drama, novel, poetry, and essay. All sections read *The Odyssey*, *Macbeth*, and a novel by Melville or Hardy. Every section studies other works chosen by the teacher to enlarge experience in reading and writing. English 3L undertakes a more formal study of literature in an historical context. Texts and authors studied are *The Odyssey*, *Oedipus the King*, *Macbeth*, *The Rape of the Lock*, *Gulliver's*

Bullfinch Hall, the English Department Building (*1818*)

Travels, Wordsworth, Keats, a novel of Melville or Hardy, and Ibsen. These represent roughly half the study of literature in the course. The other half is of the individual teacher's choosing.

English 4. Four hours. Those who have completed English 3R take English 4, which has as its core *Oedipus the King, Hamlet,* Metaphysical poetry, *The Rape of the Lock, Gulliver's Travels,* Wordsworth, Keats, Hawthorne or Conrad or Faulkner, and Ibsen. Those who have completed English 3 may take any one of a number of specialized courses which vary from year to year. Those offered in 1969-70 are described below.

English 41. Creative Writing. Four hours. A course in which students write frequently following prescribed forms. They also submit a finished and extended work at the end of each term. The course also includes study assignments in contemporary literature to provide stimulants and models for the students' writing.

English 42. American Masters. Four hours. A study of the novel and the drama in America during the period 1900 to 1939. Representative authors: Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, Dos Passos, West, Wolfe, O'Neill, Wilder, Odets, Rice, and Anderson.

English 43. Writers in Depth. Four hours. A study of the work of several authors in its entirety, related to biographical and critical material. The authors to be chosen by the class and the instructor.

English 44. The Negro and American Literature. Four hours. Primarily a study of Negro writers. Representative authors: Toomer, Hughes, Wright, Ellison, Baldwin, Malcolm X, DuBois, Cleaver. In addition, the way in which the Negro has been pictured in American literature will also be considered in such works as *Huckleberry Finn* and *The Revolution of Nat Turner*.

ENGLISH 51. NOVEL AND DRAMA SEMINAR. Four hours. Most of this course is concerned with major works of modern literature, principally the works of James, Mann, Faulkner, Camus, Nabokov, O'Neill, Eliot, Brecht, Albee, and Pinter. The student has the opportunity to study the "world" of each writer and to compare it with that of the others. In order that he may have a basis of comparison with the writers of the past, he also studies Dostoyevsky's *The Brothers Karamazov* and Shakespeare's *King Lear*. Class periods are devoted to seminar discussions, exercises in logic and argumentation, dramatic readings, drama games, and critiques of student analytical and creative work.

ENGLISH 52. COMPARATIVE HUMANITIES. Four hours. The course explores some of the basic principles of artistic expression in literature, music, photography, cartoons, and painting. Some of the areas of comparison and contrast are metaphor, artistic purpose, objectivity, quality of humor, and theme-and-variations. Plays are studied in relation to their film versions and stage performances. Poetry is read in relation to painting and music.

ENGLISH 53. SATIRE AND PSYCHOLOGICAL FICTION. Four hours. Emphasis on the stream-of-consciousness novel: Tristrâm *Shandy*, *Swann's Way*, *To the Lighthouse*, *As I Lay Dying*. Other probable authors: Henry James, James Joyce, Franz Kafka. Also a study of the satiric and comic spirits in different periods with analogies to the visual arts: types, theories, devices. Although there is a considerable concentration on the Eighteenth Century (Swift, Pope, Fielding, Sterne, Hogarth), other artists that will be studied are Horace, Juvenal, Cervantes, Shakespeare, Jonson, Thurber, E. B. White, Russell Baker, Saul Steinberg, and a few Twentieth Century monologists and movies.

HISTORY

The courses in history are based on the conviction that a knowledge of the past—not only of this country's but of the world's as well—is essential if an individual is to function effectively as a citizen in a modern democracy. The history program is thus designed to introduce the student to the past and to help him relate that past to the present.

The old single-textbook, chronological approach to history has been abandoned in these courses. In its place, the topical approach, readings from a variety of texts and paperbacks, extensive use of audio-visual material, individual reports and course papers, and studies in depth of particular topics have become standard. The old aim of training students to handle historical material with discretion and to write essays containing substantive factual support for general statements remains; but the pedagogical techniques for accomplishing it are constantly under review.

In the first two years the history courses deal with man in various environments—geographical, economic, social, and political. They aim to offer the student opportunities to study and evaluate historical circumstances, significant events, and the contributions of outstanding men. In the Upper Middle year students may elect to begin a two-year history sequence of United States history followed in the Senior year by a choice of one of three major courses in Ancient, Asian, and Modern European history. Or he may, if he prefers, elect a European history course in his Upper Middle year, to be followed by a course in United States history in his Senior year. Minor elective courses are offered in the Senior year in Asian history and in International Affairs.

The essential purpose of each course is to give the students training in the understanding of domestic and international issues that will serve them well as citizens in the future; it is also hoped that for some students the courses may kindle an interest in the study of the past that can be a source of pleasure and profit all their lives.

HISTORY 1. IDEAS IN MOTION. Three hours. The course is designed to provide Juniors with a stimulating introduction to the study of history, an immediate and panoramic view of man's development and culture. It is neither a narrative nor an interpretive endeavor. Instead, it is a topic approach to man's past, one which assumes that the main lines and substance of history must be known before the complexities can be understood. Six topics are the basis for the study: PREHISTORY—man emerges from dim origins to civilized achievement; GOVERNMENT—man arrives at several different principles by which he agrees to be governed; RELIGION—man receives the wisdom of the great benefactors, the world redeemers; ECONOMICS—man learns to make a living under a variety of circumstances; SCIENCE—man develops methods and instruments to discover more about the cosmos and the microcosm; and INTERNATIONAL RELATIONS—man seeks to find those principles by which nations can change in the world without recourse to war.

In each topic the subject moves from man's early attitudes and achievements to present times. In each, the chief object is to supply the information and atmosphere that elicits the natural response from the student's own experience. The student learns the main lines of a relevant aspect of history without detachment from his own interest and knowledge.

The course is approached through reading assignments, an extensive variety of written exercises, a Socratic exchange in class, and training in essay writing. Films, slides, and displays are used wherever applicable. There is no single text. Each topic has its special sources. Prehistory: Time-Life's *The Epic of Man;* Government: W. S. Davis's *A Day in Old Athens,* S. Gordon's *Our Parliament,* and D. C. Coyle's *The United States Political System and How It Works;* Religion: Huston Smith's *Religions of Man;* Economics: four volumes from the Great Ages of Man series: *The Age of Faith, The Reformation, Age of Enlightment, and Age of Progress* and Roger Burlingame's *Machines That Built America;* Science: Herbert Butterfield, *et al, A Short History of Science;* and International Relations: D. C. Somervell's *Modern Europe, 1871-1950.*

HISTORY 2. GREAT MEN AND ISSUES. Four hours. For Lower Middlers. The course is designed to introduce students to ths serious study of history. This is achieved by the study of a number of men and the issues with which they were concerned. In each unit the background is studied, using a variety of texts, readings, documents, implemented by lectures and audio-visual presentations. The man is then studied in a biography.

Although each unit is taken in chronological order the course itself is not one of narrative history. Rather it attempts to demonstrate the various forms of historical study: political, economic, social, artistic, each illustrated in the life of the man studied. In each unit students are encouraged to seek out the relevance of the man and the issue to present day life and to apply, where possible, their own experience as comparison.

The Fall and Winter terms follow a set pattern of study, but in the Spring term students are given time to investigate a small area of history on their own and to present their work in a paper or in an audio-visual form. The course then turns to a study in some depth of one or more issues of current importance.

During the course students are constantly directed to the historical relationships of time-place; cause-effect; means-ends and to the discipline of the proper use of evidence. Students are taught the arts of note-taking and of historical writing. Special emphasis is placed on the writing of clearly defined arguments in readable form. In class the students are helped to develop skills in verbal explanation. In his expression the student is instructed how to distinguish between relevant and irrelevant data, to use sufficient and accurate evidence for proof and to make effective, concise generalizations.

Texts: Brinton, Christopher and Wolff, *A History of Civilization* (Prentice Hall); *Age of Exploration, Renaissance, Enlightenment* (Time-Life Books). Supplementary Books: S. Morison, *Christopher Columbus, Mariner* (Mentor Books); R. Coughlan, *The World of Michelangelo* (Time-Life Books); Machiavelli, *The Prince* (Mentor); M. Ashley, *Cromwell* (Spectrum); J. M. Thompson, *Robespierre and the French Revolution* (Collier Books); A. Moorehead, *The Fatal Impact* (Harper and Row); J. Simmons, *Livingstone and Africa* (Collier), and others.

HISTORY 30. THE UNITED STATES. Four hours. For Upper Middlers. The course is the first of a two-year sequence designed for boys who wish to take major courses in history in their Upper Middle and Senior years. After completion of History 30, students have a choice, as Seniors, among several major electives, such as European, Asian, and Ancient History.

The course is based on a series of paperbacks that provide material for a broad survey of United States History from 1763 to the present. Representatives titles are Edmund Morgan's *Birth of the Republic,* Charles M. Wiltse's *The New Nation,* Roy F. Nichols's *The Stakes of Power,* William E. Leuchtenburg's *The Perils of Prosperity,* Denis W. Brogan's *The New Deal,* and Eric Goldman's *The Crucial Decade.* Students also read one biography a term. At certain points throughout the year, the study of a particular aspect of American History is conducted in depth. Class discussion of the reading is supplemented by occasional lectures and panel discussions.

HISTORY 31. MODERN EUROPE. Four hours. For Upper Middlers. The course is a background survey from the 15th century to the end of the 18th century, and an intensive study of events and periods from the French Revolution to the present day. The course is chronological and deals with significant issues. The Development of Absolutism; Constitutionalism; Problems of the Balance of Power; the French Revolution and the Napoleonic Empire; Rise of the Middle Class; the Challenge of Socialism; Imperialism of the 19th Century; the Germany of Bismarck; the Diplomacy of World War I and the Peace Settlement; the Russian Revolution and the Soviet Union; the Dictatorship and Politics of Fascist Italy and Nazi Germany; World War II and the Search for Security; the Cold War; Issues of Foreign Policy of the United States and the Soviet Union.

The course prepares for the Advanced Placement examination in European History.

Texts: Palmer & Colton, *A History of the Modern World* (Knopf); Goldwin Smith, *A History of England* (Scribner); Hall & Davis, *The Course of Europe Since Waterloo* (Appleton-Century); Black & Helmreich, *Twentieth Century Europe* (Knopf); David Thomson, *Europe Since Napoleon* (Knopf); H. S. Hughes, *Contemporary Europe: A History* (Prentice-Hall). Supplementary readings: L. B. Packard, *The Age of Louis XIV* (Holt); J. H. Plumb, *England in the Eighteenth Century* (Pelican); G. LeFebvre, *The Coming of the French Revolution* (Vintage); R. L. Heilbroner, *The Worldly Philosophers* (Simon and Schuster);

H. Holborn, *The Political Collapse of Europe;* E. H. Harbison, *The Age of Reformation* (Cornell); Voltaire, *Candide* (Bantam); R. L. Heilbroner, *The Future as History* (Prentice-Hall). Readings and documents in European History are edited and supplied to the students by members of the department.

HISTORY 40. THE UNITED STATES. Five hours. For Seniors. The course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed. Students with a satisfactory average may with permission elect to write a paper in lieu of the final examination.

Texts and reference works:

General: Morison and Commager, *The Growth of the American Republic;* Randall, *The Civil War and Reconstruction;* Hacker and Kendrick, *The United States Since 1865;* Mitchell and Mitchell, *American Economic History;* Malone and Rauch, *Empire for Liberty;* Blum, *The National Experience.*

Source Books: Commager, *Documents of American History;* Bartlett, *The Record of American Diplomacy.*

Special Histories cited frequently: Bailey, *A Diplomatic History of the American People;* Bemis, *A Diplomatic History of the United States;* Kelly and Harbison, *The American Constitution;* Swisher, *American Constitutional Development;* Pratt, *History of United States Foreign Policy;* Nettels, *The Roots of American Civilization;* Agar, *The Price of Power;* Allis, *Government Through Opposition;* Brogan, *Era of Franklin D. Roosevelt;* Faulkner, *From Versailles to the New Deal;* Frederick, *Slavery and the Breakdown of the American Consensus;* Ganley, *The Progressive Movement;* James, *The Supreme Court in American Life;* Lippmann, *U. S. Foreign Policy;* Lyons, *Idealism & Realism in Wilson's Peace Program, Presidential Power in the New Deal;* Van Deusen, *The Jacksonian Era;* Winks, *The Cold War; Degler, Out of the Past.*

Special historical works cited at appropriate places in the syllabus: The Turner and Dunning volumes of the older *American Nation Series;* Miller, *The Origins of the American Revolution;* Corwin, *John Marshall and the Constitution;* Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt;* Allen, *Lords of Creation;* Corwin, *The Constitution and What It means Today;* Mason & Leach, *In Quest of Freedom;* R. Hofstadter, *American Political Tradition.*

History 41. Ancient History. Four hours. For Seniors. The course is concerned with Greek and Roman History from the Minoan Period to the fall of Rome in 476 A.D. Primary emphasis is placed upon the sources of modern cultural and political institutions in the Ancient World and upon those problems which the oldest democracies had in common with those of our own time. Whenever feasible, the reading is drawn from ancient sources in English translations.

Texts and reference works:

General: Bury, *A History of Greece;* Tenney Frank, *A History of Rome;* Greenidge, *A Handbook of Greek Constitutional History;* Grote, *History of Greece;* Zimmern, *The Greek Commonwealth;* Heitland, *The Roman Republic;* Gibbon, *The Decline and Fall of the Roman Empire;* Syme, *The Roman Revolution; Cambridge Ancient History,* Vols. IV-VIII.

Ancient Sources: (Any standard modern translation may be used except those of Rouse) Aeschylus, Aristophanes, Aristotle, Demosthenes, Euripides, Herodotus, Homer, Isocrates, Plato, Plutarch, Polybius, Solon, Sophocles, Thucydides, Xenophon, Greek Lyric Poets, Caesar, Cato, Cicero, Horace, Livy, Sallust, Suetonius, Tacitus.

History 42. Introduction to Asian Civilizations. Four hours. History 6 and History 7 may be combined to form History 42.

History 43. Modern Europe: An Inquiry Into Continuing Issues. Four hours. For Seniors. The course, while treating essentially Modern European History, is not designed as a standard survey; rather it is an effort to convince students that an essential task of the historian is to confront live issues. As suggested in Tierney, Kagan, and Williams's *Great Issues in Western Civilization,* "The issues are alive because they come out of the tensions that men have to face in every generation—tensions between freedom and authority, between reason and faith, between human free will and all the impersonal circumstances that help to shape our lives."

Among the episodes and resultant issues to be studied and discussed are the 17th century struggle between Crown and Parliament, French Absolutism, the Age of Science and Reason, the Origins of the French Revolution, the Industrial Revolution, Nationalism, Socialism, Imperialism, Origins of World War I, Russian Revolution, Nazi Germany, the Cold War, World Communism and the Sino-Soviet Split.

As suggested above, Tierney, *et al, Great Issues in Western Civilization* serves as a major source and guide. Additional text and paperback readings are assigned.

History 5. Politics of International Relations. Two hours. An elective course for Seniors. The emphasis is upon the politics of 20th-century nations and their effects upon United States foreign policy and international relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the causal relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas; Modern Europe; the Soviet Union; China; Emerging Africa; Latin America; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings are selected from Overstreet, *What We Must Know About Communism;* Benton, *The Voice of Latin America;* White, *Thunder Out of China;* Harrison Salisbury, *Russia;* Tad Szulc, *Latin America;* Tannenbaum, *Ten Keys to Latin America;* Durdin, *Southeast Asia;* Galbraith, *The Affluent Society; Report of the National Advisory Committee on Civil Disorders;* Heilbroner, *The Great Ascent;* Boulding, *Meaning of the Twentieth Century;* Fortas, *Concerning Dissent and Civil Disobedience; The Middle East: Africa.*

History 6. Introduction to East Asia. Two hours. Open to Upper Middlers and Seniors. It is the purpose of the course to introduce American students to Asia through study and critical examination of the histories of China and Japan. While the approach is essentially historical, considerable emphasis is placed upon East Asia's anthropology, philosophy, religion, literature and art. Topics covered include East Asia: The Setting and Geographical Beginnings, Thought and Religion, The Social Fabric, The Political Tradition, The Alien Impact, China in Revolution: First Phase, The Modernization of Japan, China in Revolution: Second Phase, New Order in Eastern Asia, China in Revolution: Third Phase.

The course consists of readings, lectures, audio-visual materials, map exercises, and work projects. Textual and supplementary readings are taken from such works as Fairbank, J. K., *The United States and China;* Reischauer, E. O., *Japan's Past and Present;* Michael and Taylor, *A History of the Far East in Modern Times;* M. C. Yang, *Chinese Village;* Tsao, *Dream of the Red Chamber;* Snow, *Red Star Over China.*

History 7. Introduction to South Asia. Two hours. Open to Upper Middlers and Seniors. The purpose of the course is to introduce American students to Asia, through study and critical examination of the histories of India and Pakistan. The approach is essentially historical, but considerable emphasis is placed upon the area's anthropology, philosophy, religion, literature and art. Topics covered include India and Pakistan: Setting and Early Culture. Thought and Religion Prior to the Coming of Islam, the Nature of Indian Society, Patterns of Pre-Mughal History, The Mughal Empire, The British in India, Modern India and Pakistan.

The course consists of readings, lectures, audio-visual materials, map exercises and work projects. Textual and supplementary readings are taken from such works as Spear, P., *India: A Modern History;* Brown, W. N., *The United States and India and Pakistan;* Nehru, J., *The Discovery of India;* Forster, E. M., *A Passage to India;* deBary, W. T., *et al, Sources of the Indian Tradition;* Markandaya, K., *Nectar in a Sieve.*

MATHEMATICS

The courses in mathematics have two purposes. The first is to give the student at each level an appreciation of the mathematical structure and thus of the essential aesthetic quality of the mathematical field in which he is working. The second but equally important purpose is to assure a boy a command of the appropriate technical skills without which he cannot go on in higher courses in school or college. Each year constant and consistent problem work helps to make concrete the abstract ideas of mathematics. Each year an attempt is made to give the student an idea of the way in which mathematical ideas grow through repeated abstraction and generalization from the physical phenomena with which he is familiar. Thus the study of algebra begins with the properties of the natural numbers of arithmetic and progresses to the study of the integers, the rational numbers, the irrational numbers and an introduction to the real and complex numbers. An introduction to the concept of proof in simple algebraic and geometric situations is made early in the first two years. Later these ideas are sharpened and extended in both fields. A basic concern with relations and functions of numbers paves the way for a systematic study in the last two years of a variety of continuous and discrete functions.

Besides its regular sequence of courses the Department provides advanced courses for those boys able and willing to take them.

MATHEMATICS 10. Five hours. First year algebra. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations.

Mathematics 11. Five hours. A course for boys who have had approximately a half year of algebra in the eighth grade.

Mathematics 20. Four hours. Geometry. The course covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, some of the natural extensions to solid geometry are made. At the end of the year the student has a knowledge both of methods of proof and of geometrical facts and concepts.

Mathematics 21. Five hours. A course designed for Juniors and those entering Lower Middlers who have had a full year of algebra but have not covered well enough such topics as inequalities, the postulates and elementary structure of algebra, number systems, etc., to be fully ready for Mathematics 2. After special review in such phases of algebra, the course undertakes the regular work of Mathematics 20 completing it by the end of the year.

Mathematics 30. Five hours. Algebraic analysis and elementary trigonometry. The course continues the work in the algebra of real numbers begun in Mathematics 10. It extends and develops the ideas of mathematical structure and methods of proof met in Mathematics 20. It emphasizes the study of the elementary functions: algebraic, exponential, logarithmic and trigonometric. It also covers the elements of numerical and analytic trigonometry.

Mathematics 31. Five hours. A course in geometry for entering students who have had two years of algebra. The course strengthens the student's background in algebraic analysis and in trigonometry to correspond with Mathematics 30.

Mathematics 40. Five hours. Elementary calculus. The course covers at least the syllabus for the AB Advanced Placement Examination of the College Entrance Examination Board. Prerequisite: Mathematics 30 at Phillips Academy or its equivalent.

Mathematics 41. Five hours. A course primarily for entering Uppers and Seniors who have not had trigonometry. The course includes trigonometry, elementary functional analysis, analytic geometry, and an introduction to polynomial calculus if time allows. It is not an Advanced Placement course. It is not open to boys who have had Math 30 at Phillips Academy. Prerequisite: Three years credit in mathematics not including trigonometry.

Mathematics 42. Five hours. Analytic geometry, vectors, matrices. Not open to boys who have had Mathematics 40, 41, or 45. Prerequisite: Mathematics 30 or its equivalent.

Mathematics 43. Five hours. Statistics and Probability. Elementary statistical methods, probabalistic models, and statistical inference. Applications to social and physical sciences. The course is augmented by the use of electronic calculators and computers. An independent project is required in the spring term.

MATHEMATICS 45. Five hours. An honors course in analytic geometry and calculus. It will cover the syllabus of the BC Advanced Placement Examination of the College Entrance Examination Board. Enrollment is limited to able and committed mathematics students. The coverage is more theoretical as well as more extensive than that of Mathematics 40. Prerequisite: Mathematics 30 with a solid honor grade and permission of the student's Mathematics 30 instructor.

MATHEMATICS 50. Four hours. A course in intermediate calculus. It aims at the BC Advanced Placement Examination, but includes additional topics at the discretion of the instructor. Prerequisite: Mathematics 40.

MATHEMATICS 51. Four hours. A standard course in calculus, which presupposes a knowledge of analytic geometry. Prerequisite: Mathematics 41, 42 or 43.

MATHEMATICS 55. Four hours. A theoretical course that considers such topics, and their applications, as linear algebra, multivariate calculus, and probability. Prerequisite: Mathematics 45.

The department offers each year a number of minor courses meeting two hours a week. Those given in any year depend on the enrollment of sufficient students. Limited to Seniors.

MATHEMATICS C. Computer programming and the mathematics of computer analysis. A teletype connecting to the time-sharing computer at Dartmouth College is available.

MATHEMATICS G. Advanced topics in geometry.

MATHEMATICS L. An introduction to modern algebra. The systematic development of certain algebraic structures, such as groups, rings, and fields.

MATHEMATICS M. Matrices, vectors and linear algebra.

MATHEMATICS P. Probability and its applications to elementary statistics.

MATHEMATICS S. A course for the boy who has had Mathematics 40, who wishes to prepare for the BC Advanced Placement Examination, but who does not wish to take a major course in mathematics.

MECHANICAL DRAWING

Two hours. A technical drawing course, which includes the use of drawing instruments and the study of geometric constructions, orthographic projection, descriptive geometry, spacial relations, isometric and oblique pictorial projections, developments, assembly and detail engineering drawings. Special stress is placed on a thorough mastery of fundamental concepts and skills. Students of special ability are given an opportunity to do more advanced work in a related field of their choice. The text is French and Vierck's *Graphic Science,* supplemented by motion pictures.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for admission to college. For graduate study, and particularly for the Ph.D. degree, French and German are frequently required.

French

The French Department offers a six-year course of study. The first four are devoted to teaching the students to understand and to speak the language as well as to read and write it. The methods employed parallel as closely as possible the natural order of language learning: hear it first, then say what you have heard, next read and, finally, write. Pronunciation, articulation, rhythm and fluency receive constant emphasis throughout each year. At no time does the Department teach the art of translation. French is used exclusively in the classroom, at all times and under all circumstances, and from the very first day. In the fifth year, students take a Freshman-level course, a survey of French literature and the study of key writings from French classical authors, in preparation for the Advanced Placement examination.

Students who demonstrate unusual aptitude for and interest in the language during their first term of study are invited to enter special "X" sections which move ahead more rapidly without demanding more time. Those who successfully complete this accelerated course of study receive four units of credit after three years of study. There is also a special fourth-year class for gifted students which prepares for Advanced Placement. Thus certain students are able to do college-level work after only three, and sometimes only two, years of study.

FRENCH 1. Seven hours. For the first half year, the course has no books. Then, Robin & Bergeaud, *Le Français par la méthode directe* is used. Classes, limited to 15, meet seven times a week, with two different instructors, and are expected to spend two hours a week working with records and tapes. The goal is to develop listening comprehension and the basic patterns of French speech. The method is the adaptation of FLES techniques to older students.

FRENCH 1-2 S. Six hours. Restricted to Seniors and new Upper Middlers who have not previously studied the language. The course covers the work of the first two years of the normal sequence.

FRENCH 1A. Five hours. For new boys whose knowledge of French is too slight to qualify for admission to French 2, yet who have had too much to start over again. The course emphasizes development of the aural-oral skills and prepares for French 2A the next year. Texts: Mauger,

Cours de langue et de civilisation françaises, Book I, and the *Anthologie*, a collection of French stories, both past and contemporary, which has been compiled by the members of the Department.

French 2. Five hours. While continuing to develop the audio-lingual skills, the aim in the second year is to teach reading, to develop the ability to understand non-technical French prose without recourse to translation. Besides the X sections for the more able, there are regular sections for those who have begun their French at Andover, and "A" sections for those who come from other schools and for those who have completed French 1A. Texts: *Anthologie;* Mauger, Book II.

French 3. Four hours. Continuing to develop the three skills of listening comprehension, speaking and reading, the third-year course also stresses writing and the beginnings of reading for critical analysis. Texts: Langellier, *Précis de grammaire;* Pagnol, *Topaze;* Aveline, *La Double-Mort de Frédéric Belot;* Gide, *La Symphonie Pastorale;* Sartre, *Les Jeux sont faits;* Molière, *L'Ecole des Femmes.*

French 4. Four hours. Primarily a course in language, French 4 introduces the student, through readings in Book IV of Mauger and complete editions of standard French authors, to contemporary French culture as well as to its literature from *La Chanson de Roland* to Sartre.

FRENCH 5. Five hours. Prepares for Advanced Placement. There are two-hour minor courses in French for those whose study programs do not permit a major course: FRENCH 3-MINOR for those with two units of credit; FRENCH 4-MINOR for those with three; and FRENCH 5-MINOR for those with four. There is also a seminar course, both four- and two-hours, FRENCH 6, for those who have successfully completed the Advanced Placement course (5-Major). Those who are taking it arrange a special tutorial program with a member of the Department.

SENIOR FRENCH PROJECT. Seniors taking an advanced French course may do apprentice teaching during either the Winter or Spring term. They study the techniques and methods of modern language instruction; and practice, under careful supervision, in beginners' classes.

German

The German Department offers a six-year course with the purpose of developing the ability to understand spoken German, facility in speaking, reading fluency, and the ability to write German correctly. The more advanced courses also give an introduction to German literature since the eighteenth century and/or a survey of German history.

German is used as the classroom language. Extensive use is made of the Language Laboratory.

The Department offers an accelerated course for students who show unusual ability in German 1. After completion of German 2X, these students enter German 4 and receive four units of credit after three years of study.

GERMAN 1. Five hours. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Texts: Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer* (*Grundstufe, Erster Teil; Grundstufe, Zweiter Teil*).

GERMAN 1-2. Six hours. The course is designed for qualified Seniors and Upper Middlers who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2. Five hours. The systematic study of basic patterns is continued with Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer* (*Grundstufe, Zweiter Teil*). Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read include Kessler, *Kurze Geschichten;* Schnitzler. *Der blinde Geronimo;* Durrenmatt, *Der Richter und sein Henker;* Remarque, *Drei Kameraden.*

German 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4, but gives only the same unit credit as German 2.

German 3A. Four hours. Throughout the year grammar and writing is reviewed in Sparks & Vail, *German in Review*. Some of the books read include Fleissner & Fleissner, *Deutsche Literaturlesebuch;* Aichinger, *Der Gefesselte und andere Kurzgeschichten;* Zuckmayer, *Das Kalte Licht.* Emphasis is placed on reading, comprehension, vocabulary building, and written work.

German 3B. Four hours. Throughout the year grammar and writing is reviewed in Sparks & Vail, *German in Review*. This course differs from German 3A in its choice of reading material, concentrating on reading of an historical nature. The basic text is Salmon and Spielman, *Quellen und Darstellungen aus Deutscher Geschichte.* As in German 3A, emphasis is placed on reading, comprehension, vocabulary building, and written work.

German 4. Five hours. Introduction to German Literature. Through detailed stylistic analysis of a number of outstanding works, the students gain an acquaintance with some of the major authors and most significant trends in German literature since 1750. The works read include Lessing, *Nathan de Weise;* Goethe, *Werther, Urfaust* and *Iphigenie;* Schiller, *Maria Stuart;* Eichendorff, *Aus dem Leben eines Taugenichts;* Heine, *Ausgewählte Gedichte;* Keller, *Kleider Machen Leute;* Rilke, *Ausgewählte Gedichte;* Mann, *Tonio Kröger;* Kafka, *Das Urteil* and *Vor dem Gesetz.* Qualified students take the Advanced Placement Examination at the end of the course.

German 4M. Two hours. For Seniors who wish to continue German as a minor subject. Contents vary according to the needs of the students.

German 5. Four hours. Contents vary according to the needs and interests of the students. Probable texts: Steinhauer, *Deutsche Kultur;* Neuse, *Deutscher Sprachgebrauch.*

German 5M. Two hours. Contents vary according to the needs and interests of the students.

German 6. Four hours. Contents vary according to the needs and interests of the students.

Senior Project. Under the guidance of a member of the German department, a Senior has the opportunity to do special work in German. It might include supervised teaching of an elementary class or work of his own choice in a special field.

Italian

Italian 1-2. Six hours. A terminal course for Seniors, its aim is to cover the fundamentals of Italian grammar and to develop reading and speaking skills. Italian gradually replaces English in the classroom. Texts: Speroni & Golino, *Basic Italian;* Speroni & Golino, *Panorama Italiano;* Machiavelli, *La Mandragola;* Moravia, *Racconti.*

Russian

The courses in Russian develop skill in speaking, aural comprehension, reading, and writing. The structure of the language is explained systematically.

Russian 1. Five hours. An elementary course in speaking, reading, and writing Russian. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); Dawson, *et al, Modern Russian I* (Harcourt); *Graded Russian Readers* (Heath). Coordinated drill with tapes in the language laboratory. Open to Juniors, Lower Middlers, and Upper Middlers.

Russian 1-2. Six hours. An accelerated elementary course, presenting the principal features of Russian in one year, with intensive practice in speaking, reading, and writing. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); *Graded Russian Readers* (Heath). Coordinated drill in the language laboratory. Open to Seniors and, with the approval of Class Officers, to Upper Middlers with a satisfactory record in another foreign language.

Russian 2. Five hours. Completion of the elementary course, with continued emphasis on active use. Texts: von Gronicka, *Essentials of Russian,* Fourth edition (Prentice-Hall); Dawson, *et al, Modern Russian II* (Harcourt); *Graded Russian Readers* (Heath).

Russian 3. Four hours. Reading, conversation, and writing, based on a variety of authors. The texts include: *ALM Russian, Level Three* (Harcourt); *Ballad of a Soldier* (Harcourt); and selected literary editions.

Russian 4. Four hours. Advanced reading, conversation, and composition. The texts include *ALM Russian, Level Four* (Harcourt).

Russian 4M. Two hours. For Seniors who have completed Russian 3. Contents vary according to the needs of the students.

Spanish

Spanish 1. Five hours. In keeping with the new audio-lingual approach, this course stresses understanding and speaking the Spanish language, with a minimum of English used in the classroom.

The basic texts are: *Entender y Hablar,* by LaGrone, McHenry, and O'Connor, (Holt, Rinehart and Winston), and *Primeras Lecturas: Una*

Historia Incompleta, by Gómez del Prado and J. A. Calvo, (The Odyssey Press). They are supplemented by language laboratory practice and other audio-visual materials. Reading and writing are introduced after the student has acquired considerable oral fluency.

Spanish 1-2. Six hours. Designed for qualified Seniors who wish to complete in one year the material covered in Spanish 1 and 2. Texts: *Entender y Hablar,* by LaGrone, McHenry and O'Connor, (Holt, Rinehart and Winston); *Basic Conversational Spanish,* by LaGrone, (Holt, Rinehart and Winston); *Gramática Española de Repaso,* by Ugarte, (Odyssey); *Cuentos americanos,* ed. D. D. Walsh, (Norton); and *El Gesticulador,* by Usigli, (Appleton-Century-Crofts).

Spanish 2. Five hours. A continuation course that emphasizes speaking, reading and simple theme writing and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed in accordance with the principles of the audio-lingual method. The basic texts are: *Gramática Española de Repaso,* by Ugarte, (Odyssey); *Cuentos americanos,* ed. D. D. Walsh, (Norton); and *Pensativa,* by Goytortúa, (Appleton-Century-Crofts). Ample language laboratory practice and audio-visual materials reinforce classroom procedures.

Spanish 2X. Five hours. Open to students who have completed Spanish 1 with honors. It covers the equivalent of the material of Spanish 2 and 3. Successful completion enables a student to enter Spanish 4, but gives only the same unit credit as Spanish 2. Texts, supplemented by additional reading, include: *Gramática Española de Repaso,* by Ugarte, (Odyssey); *Pensativa,* by Goytortúa, (Appleton-Century-Crofts); *El Gesticulador,* by Usigli, (Appleton-Century-Crofts); and *El sombrero de tres picos,* by Alarcón, (Macmillan).

Spanish 3. Four hours. An advanced course, which continues to develop oral and aural skills, as well as facility in written composition. Texts (supplemented by additional reading): *En la ardiente oscuridád,* by Buero Vallejo, (Scribner's); *El sombrero de tres picos,* by Alarcón, (Macmillan); *El Gesticulador,* by Usigli, (Appleton-Century-Crofts); and *Doña Perfecta,* by Pérez Galdós, (Dell Publishing Co.)

Spanish 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries of the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary, and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are: *Poesía Española,* by Marin, (Las Americas Publishing Company); *Lorca Obras Escogidás,* ed. V. Llorens (Dell Publishing Co.); *La Barraca,* by Blasco Ibáñez, (Macmillan); and *Los de abajo,* by Azuela, (Fondo de Cultura Económica). Novels, plays and essays found in such collections as *Bibilioteca Clásica Ebro* and *Clásicas Castellanas* will be read.

Spanish 5. Five hours. A course for students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon various periods and genres of Spanish and Spanish-American literature, such as *Las novelas ejemplares*, by Cervantes, the Novel, Contemporary Drama, etc. Outside reading and written and oral reports are required each term. Texts include: *Poesía Española*, by Marin, (Las Americas Publishing Company); *Doña Bárbara*, by Romulo Gallegos, (Appleton-Century-Crofts); *Sonatas*, by Valle Inclán, (Austral); and *La familia de Pascual Duarte*, by Cela, edited by Boudreau and Kronit (Appleton-Century-Crofts).

Spanish 4M. Two hours. A minor course open chiefly to Seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college. The course is conducted entirely in Spanish. The basic tests are: *La familia de Pascual Duarte*, by Cela, edited by Boudreau and Kronit (Appleton-Century-Crofts), and *La Barraca*, by Blasco Ibáñez, (Macmillan).

Spanish 5M. Two hours. A minor course open to students who have had four years of Spanish or its equivalent. The course concentrates on Spanish American literature. The texts are: *Los de abajo*, by Azuela, (Fondo de Cultura Económica); *Doña Bárbara*, by Rómulo Gallegos, (Appleton-Century-Crofts); and *Don Segundo Sombra*, by Güiraldes, (Losada). Outside reading and written and oral reports are required each term.

Spanish 6. Four hours. The course concentrates upon specific periods of Spanish literature, such as the Golden Age Drama, Romanticism, and the Modern Novel. Plays and novels by such writers as Lope de Vega, Tirso de Molina, Calderón, José Zorrilla, Laforet, Sender, etc., are read and discussed. Outside reading and written and oral reports are required each term.

MUSIC

The aims of the Music Department are to provide every student with a valuable experience in music and to give him an understanding of the art. Its aims are achieved by the study of theory and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one operetta or musical comedy presented each year.

Beginning Instruments (Not for credit). Students who wish to learn to play a band or orchestral instrument may take private lessons without academic credit. They cost the same as the lessons given for credit. A student may borrow a school instrument at no cost to the student, if one is available; or he may rent one, for a nominal fee, from a recommended music company.

Chorus, Concert Band, Orchestra. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each course meets four periods a week: three afternoons at

4:23 and one evening between 6:45 and 7:45. Seniors may take any one of these courses as an elective minor. Volunteers from all classes who are not enrolled for credit may join in as an extra-curricular activity.

INTRODUCTION TO MUSIC. Two hours. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic, classical, and modern schools, including jazz. The subject matter is illustrated with recordings and live demonstrations. Open to Upper Middlers and Seniors only.

HARMONY. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course. Open to Seniors only.

INSTRUMENTATION, ORCHESTRATION, CONDUCTING. Two hours. A three-phase elective for Seniors. The first and second terms offer a thorough study of all orchestral instruments and the arranging of music for separate instrumental choirs, gradually increasing into full orchestrating. In the third term the student learns the techniques and patterns of conducting, and the reading and analysis of orchestral scores. Students use recordings, and may have the opportunity to conduct the school Orchestra, Band or Chorus. The ability to read music is a prerequisite.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Two hours. Weekly instruction in keyboard, orchestral, and band instruments, or in voice, may be counted as a two-hour course. One half period of instruction is to be supplemented by four hours of practicing. For piano and organ stustudents there is a separate charge of $140 a year for weekly half-period lessons, and $225 for weekly full period lessons, plus a nominal fee for the use of practice pianos and organs. The charge for voice lessons is $105 a year for weekly half-period lessons. Lessons are offered on all band and orchestral instruments at $105 a year. Active members of the Band and

Orchestra receive instruction at a reduced rate. It is sometimes possible to make arrangements for students to study with members of the Boston Symphony Orchestra. Such lessons are at a higher fee and require that the student pay transportation costs to Boston.

Music Major. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined. All must have approval of the Music Department Chairman.

NAVIGATION

Two hours. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. Considerable plotting and tabular work is done in determining a ship's position both within sight of land and on the open sea. During the latter part of the year the opportunity to cruise may be offered to members of the class. The textbook used is Dutton's *Navigation and Nautical Astronomy*, supplemented by Navy and Coast Guard films.

PHILOSOPHY

Two hours. The course offers a study of the central problems of metaphysics. The interdependence of metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to*

Philosophy and Metaphysics. During the latter part of the spring term it is customary to study all, or part, of a book by a recent or contemporary philosopher: for example, Whitehead, Langer, Sartre. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course, throughout which the fundamentals of logic are strongly emphasized.

PHYSICS (See *Science*)

POLITICS OF INTERNATIONAL RELATIONS (See *History*)

PUBLIC SPEAKING

Two hours. An elective course for Seniors and (occasionally) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. Two texts are used for reference: Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London) and Sarret and Foster's *Basic Principles of Speech* (Houghton Mifflin).

RELIGION

The courses in religion are intended to introduce students to some of the fundamental religious questions arising out of human experience and to help them gain some knowledge and understanding of a variety of perspectives and practices in which different religions have sought to answer such questions.

Courses at all levels attempt to develop and combine a capacity for critical analysis and sensitive appreciation of various beliefs and values. They further seek to point to the possibility and the significance of relating religious experience and insight to the problems of everyday living. The source materials are therefore drawn from secular writing and art forms as well as the forms of expression traditionally viewed as sacred.

RELIGION 1. The Nature of Religion. Two hours. Open to all Lower Middlers and to certain Juniors with permission. A study of religion in general, and biblical religion in particular, involving an examination of various forms of religious experience and expression both past and present. While the Bible and biblical religion receive extensive treatment, attention is given as well to some of the ancient religions of the Near East, contemporary universal religions, and secularized forms of religion.

The course is organized around a number of fundamental ideas: symbol and myth, community and history, leadership, worship, reflection and moral engagement, fulfillment.

Readings for the course include substantial portions of the Bible (Revised Standard Version) and selections from such texts as: James B. Pritchard, *The Ancient Near East: An Anthology of Texts and Pictures;*

B. D. Napier, *Come Sweet Death;* Leon Uris, *Exodus;* M. K. Gandhi, *The Story of My Experiments with Truth;* Martin Luther King, *Why We Can't Wait;* Malcolm Boyd, *Are You Running with Me, Jesus?;* Martin Buber, *I and Thou;* Alfred North Whitehead, *Religion in the Making;* Joseph Fletcher, *Moral Responsibility: Situation Ethics at Work;* Herman Hesse, *Siddhartha.*

RELIGION 4. Religion and the Human Situation. Four hours. Open to Seniors only. The course includes the study of some of the living religions of the world and the study and discussion of certain basic human problems and of various attitudes toward the meaning of life as they are reflected in a numer of contemporary novels and plays. Throughout the course and particularly at the end of the year, the universal aspects of the human experience and various particular expressions or explanations of it are related to the Christian proclamation, both traditional and contemporary.

Representative texts are: John B. Noss, *Man's Religions;* Huston Smith, *The Religions of Man;* William Golding, *Lord of the Flies;* Alan Paton, *Cry, the Beloved Country;* Jean-Paul Sartre, *No Exit;* J. D. Salinger, *The Catcher in the Rye;* Arthur Miller, *Death of a Salesman;* Graham Greene, *The Power and the Glory;* Albert Camus, *The Stranger;* Archibald MacLeish, *J.B.;* William Hamilton, *The New Essence of Christianity;* Paul Tillich, *Dynamics of Faith;* John A. T. Robinson, *Honest to God;* Reinhold Niebuhr, *The Nature and Destiny of Man;* Joseph Fletcher, *Situation Ethics: The New Morality;* Richard F. Hettlinger, *Living with Sex: The Student's Dilemma;* Harvey Cox, *The Secular City.*

RELIGION E. Ethics. Two hours. Open to all Seniors and Upper Middlers. The course introduces students to something of the variety of ethical theories, examining various criteria men may employ in making decisions. The course examines various ethical problems, both personal and social, through reading and class discussion.

In the fall term, the principal text is Stephen Pepper, *Ethics.* Reading during the rest of the year may include Arthur Koestler, *Darkness at Noon;* Robert C. Batchelder, *The Irreversible Decision;* Michael Harrington, *The Other America; The Autobiography of Malcolm X;* Richard F. Hettlinger, *Living with Sex;* Joseph Fletcher, *Situation Ethics;* and other books and materials.

RELIGION P. Problems of Religious Philosophy. Two hours. Open to all Seniors and Upper Middlers. A study of some of the major problems of religious philosophy with careful attention to the question of the nature of man and the problem of meaning and with major emphasis on the problem of God. Readings are taken from the works of ancient and modern thinkers, including such figures as Plato, Aristotle, Augustine, Anselm, Aquinas, Eckhardt, Descartes, Hume, Kant, Hegel, Kierkegaard, James, Dewey, Whitehead, Hartshorne, Wisdom, Flew, and Tillich.

Religion T. The Tragic Vision. Two hours. Open to all Seniors and Upper Middlers. The course will undertake to reassess the understanding of the human problem of tragedy through lecture, reading, recordings, film, and discussion. It will include a survey of biblical, classical, and modern perspectives in an effort to afford some guidance for the student in his search for significance in a troubled time.

The effort will be to explore the tragic dimension of human experience in the areas of their most dramatic expression through a study of poetry, drama, novel, and philosophy. Selected readings will be taken from Aeschylus, Sophocles, Euripides, Luke, Job, Shakespeare, O'Neill, Kafka, Camus, Sartre, and Miller.

SCIENCE

Beginning with Elementary Science, a student may pursue a four-year sequence of courses in science, designed to provide an understanding of science and of scientific methods and thinking as part of a general education. The sequence also provides a sound foundation for later work in college. Courses designated by the letter X are more difficult than the regular ones, and admission is granted only to selected students. These courses meet for one additional class each week and use texts of the college freshman level. They thereby prepare in one year for the advanced placement examinations, and consequently for advanced standing in college. Science Honors provides a two-year integrated course for those capable of advanced work in both physics and chemistry. Able students who have taken the regular courses before their Senior year may also prepare for the advanced placement examinations by taking the minor courses indicated as S courses. In addition, the S courses provide uninterrupted progress for the student who plans further study in a particular field.

A unified science course offered as an alternative to the basic courses in a single science is described in the section on Interdepartmental Courses.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. Hence no second-year-level major courses are offered. For the student with special interests in any one area, individual projects are encouraged to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

Elementary Science. Three hours. The course is designed to form an approach to the laboratory sciences of the later years. It is primarily a course in elementary physical science that incorporates considerable laboratory work.

Electronics. Two hours. An elective minor for those students interested in electronics who do not have room for a major course in physics in their course program. It covers basic electricity and magnetism, circuitry, diodes, triodes, transistors, alternating current, and whatever else time will allow.

Introductory Anthropology. Two hours. An elective offered by the R. S. Peabody Foundation. Lectures and class discussion are accompanied by visual aids to analyze major anthropological problems. The first third of the course stresses the biological evolution of man, and description of modern races and racial problems. The second part reviews the causes and character of the development of man's culture from its earliest beginnings to the threshold of civilization. The final part emphasizes social institutions among primitive peoples and problems of social change.

Geology. Two hours. A minor course open to students who have taken or are taking a major course in biology, chemistry, or physics and whose mathematical training includes graphing equations. The course studies natural processes in and on the earth enabling the student to interpret intelligently his natural surroundings. The course includes laboratory and field work.

Basic Concepts of Science. See *Interdepartmental Courses*, pages 111-112.

Biology

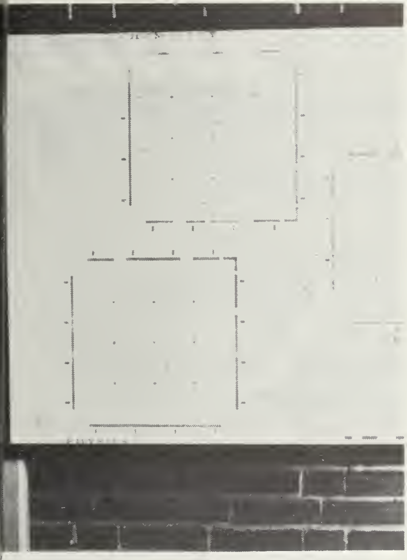
Biology. Five hours. The course stresses the unity of life—rather than the diversity—by emphasizing the functions common to all living things. It covers, in plants, animals, and microorganisms, the fundamental principles of metabolism including nutrition, gas exchange, transport, excretion and homeostasis; responsiveness and coordination; reproduction, genetics and development; the principles and history of evolution; and the principles of ecology.

The class meets five times a week, four times for discussion and once for a laboratory period. The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording or results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

Biology S. Two hours. Open to Seniors who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination of the College Entrance Examination Board.

Chemistry

Chemistry. Five hours. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Emphasis is placed on the reasoning involved in logical use of modern theory and general concepts rather than upon memorization of facts. The class meets four times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work.



Chemistry G. Two hours. One meeting each week is a single period for recitation; the other is a double period for laboratory work. The course is designed for boys who have had the basic course and wish to study further in the field but who do not desire to meet, or do not appear capable of meeting, the standards for advanced placement in the time allotted to a minor course. To avoid repetition for those who continue chemistry in college, Chemistry G covers topics not normally encountered in the introductory college courses.

Chemistry S. Two hours. One meeting each week is a single period for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed the regular course with distinction and wish to prepare for the Advanced Placement Examination. Text: *Chemistry,* by M. J. Sienko and R. A. Plane.

Chemistry X. Five hours. The course is open to a limited number of able students who have strong scholastic records in mathematics and physics. It is essentially the equivalent of a first-year college course, and prepares students for the Advanced Placement Examination.

Physics

Physics. Five hours. The course completes the requirements for entrance to college and prepares the student for further work in this or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. The laboratory experiments are chosen not merely to afford training in manipulative techniques and to illustrate portions of the text material, but also to exemplify proper scientific practice. The use of the slide rule is taught and required.

Physics X. Five hours. An honors course open, upon invitation of the department, to a small group of students who are concurrently taking calculus and who have not previously studied elementary physics. A previous course in chemistry, though not required, is advisable. Lectures, recitations, and laboratory work will be planned to prepare students to pass the Advanced Placement Examination in Physics of the College Entrance Examination Board.

Physics S. Two hours. Open to Seniors who have completed a year of physics, and who have taken, or will take concurrently, a course in calculus. The course reviews the essential material of elementary physics, but at the greater depth and with the sophistication made possible by the calculus. The course includes a number of advanced laboratory experiments. Students undertake individual study or laboratory projects in the spring. Physics S will prepare the better students for the Advanced Placement Examination in Physics.

Honors Sequence

Science Honors 1 and 2. Five hours each year. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete a year of analytic geometry and the calculus before graduation and who show promise of unusual capacity in science and mathematics. The subject matter includes chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 1 fills the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 2.

INTERDEPARTMENTAL COURSES

Interdepartmental courses attempt to integrate the subject matter and concepts of more than one field of inquiry and often concern themselves with materials and questions beyond the scope of any one of the conventional secondary school subjects.

Art of the Film. Four hours. Satisfies the English 4 requirement. Open to students who have done well in English 3L. A basic course in the art of the film and film-making. Studying the emergence of the film as an art form in the 20th century, it examines cinema theory and technique by viewing and discussing the work of directors who have made a significant contribution to the art. In addition to written assignments based on the study of the films as texts, each student will produce several short films, preparing scripts and shooting and editing his material, and assist in a group production.

Basic Concepts of Science. Five hours. The course presents an integrated coverage of the basic concepts of physics, chemistry, and biology that are an essential part of the layman's understanding of science today. Basic Concepts of Science is designed for the student who plans to take only one laboratory science while at Phillips Academy. Open to Seniors and Upper Middlers who have not already completed a laboratory science course.

Contemporary Communication. Six hours. A combined English major and Advanced Studio Art designed to examine some of the bases of communication between and among people. Material for the course includes fiction, non-fiction, poetry, drama, motion pictures, music and the visual arts. Individual and group projects are carried out in any of the above. Eligible for the course are those who have had English 3L and Studio Art.

Man and Society. Four hours. A multi-disciplinary course for twenty-four Upper Middlers that focuses on two twentieth century subjects, revolutionary Mexico and urban America. The objectives of the course are threefold: the acquisition of knowledge, the development of skills, and the stimulation of concern for values and behavior. Taught by a team of instructors, the course consists of an academic year's classroom study with a probable option for an eight-week's summer experience off campus. Students might have a choice between a work-study experience in an American city and a rural development project in Mexico, for which proficiency in Spanish is a requirement.

The concentration on Mexico and the American city provides an opportunity for a comparative study through the social sciences and literature, and for an investigation of change and the dynamics of historical development. The course studies concepts that attempt to resolve such questions as: *Is the assimilation of minority racial, ethnic, and religious groups into the majority cultural group a desirable social goal or not? What are the problems that confront policy makers who want to eliminate poverty? What forms may social conflict assume and how may social conflicts be resolved? Does modern technological innovation promise to liberate or to imprison the individual? Is there a power structure that dominates the decision-making process in modern society?*

Each unit of the course is introduced by the use of materials designed to stimulate questions. Student response determines to a large extent the way each concept is studied.

Perception and Expression. Ten hours. Four unprepared. The equivalent of one and one-half major courses in terms of credit and in terms of the demands made on the student, the course combines the work in literature and composition usually done in English I with an exploration of other media.

The course exposes the students to various media and involves them in producing or performing in several. After an initial multi-media exercise, a demonstration using tape, slides, film, and live actors, the students turn to an examination of the visual media, working with two-dimensional design techniques and photography; the aural, working with the tape recorder as a means to collect and structure sound; the kinesthetic, in such areas as sports, drama, and dance; and the verbal. The course examines metaphor and symbol and the principles of selecting, ordering, and abstraction common to all media: duality, rhythm, balance, and harmony. It emphasizes the processes of intuition, discovery, and invention, placing great weight on involvement and performance; many of the exercises take place in the studios.

PRIZES

Listed below are prizes open for competition in each academic year. Unless otherwise stated, awards may be made in cash, or in the value of the amounts listed.

ENGLISH

Draper Prizes. For declamation. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1867. Funded 1878 by Warren F. Draper, Class of 1843. Awarded 1969 to (1) Charles Faulkner Bennett, (2) Freddie Drake McClendon, (3) Albert Stephen Pieters.

Means Prizes. For declamation of original essays. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1868. Funded 1879 by William G. Means, of Andover. Awarded 1969 to (1) John Robertson MacIver, (2) Charles Stephen Donovan, (3) James Thomas Sullivan.

Robinson Prizes. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. $75 to the winning team. First awarded 1896. Funded 1910 by Henry S. Robinson of Andover. Awarded 1969 to Charles Faulkner Bennett, Paul Sternberg, Jr., and Lee Allan Kaplan.

Schweppe Prizes. For an examination on a literary subject. Open to Senior and Upper Middle Class. $30 and $20. First awarded 1912. Sustained since 1941 by John S. Schweppe in memory of his father, Charles M. Schweppe, Class of 1898. Awarded 1969 to (1) Charles Howard Critchlow, (2) David Lee Ross.

Goodhue Prizes. For an examination in English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. $70 and $50. First awarded 1961. Funded 1936 by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1969 to (1) Stephen Stewart Madsen, (2) John Robertson MacIver.

Clough Prize. For an essay by a Senior on an assigned literary subject. $40. First awarded 1923. Funded 1923 by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1969 to Kimberley P. Singleton.

Leonard Prizes. For declamation of original essays. Open only to Juniors and Lower Middlers. Three prizes of books. First awarded 1942. Funded 1957 by *The Phillipian* in memory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1969 to (1) Alastair George Ramsay, (2) Byron Bouchelle Hornsby, (3) David Francis Perry.

Carr Prizes. For skill in oral English. Open only to Juniors and Lower Middlers. $16, $12, $8, and $4. First awarded 1943. Sustained by Donald Eaton Carr, Class of 1922. Awarded 1969 to (1) James R. Bakker, Jr., (2) Glenn S. Ross, (3) Charles L. Schlumberger, (4) Edward J. McPherson.

Burns Prizes. For an original poem. Awarded to one student in each of the Senior and Upper Middle Classes, and to one student of either the Lower Middle or Junior Class, $20 each. First awarded 1945. Funded 1944 by Mrs. John P. O'Rourke in memory of her son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1969 to *Senior,* Jeremiah Elijah Smith, Hon. Men., Charles Christopher Smith; *Upper,* Charles Baker Finch, Jr., Hon. Men., Levi Pease Smith, III; *Lower,* Ethan Micah Cohen and Stewart MacWilliam Crone.

Sumner R. Kates Prize. For an essay in American literature. $125 in cash. First awarded 1950. Funded 1949 by Sumner R. Kates, Class of 1938. Awarded 1969 to Roger Francis Steinert.

John Horne Burns Prize. For an original short story. Open to all students. $35 in cash. Funded in 1961 by Mr. and Mrs. Joseph Lawrence Burns in memory of their son, John Horne Burns, Class of 1933. Awared 1969 to *Senior,* Jeremiah Elijah Smith, Honorable Mention, *Upper,* Robert Breckenridge Sherwood, Jr.

CLASSICAL LANGUAGES

Cook Prizes. In Greek. For an examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. $30, $15, and $10. First awarded 1879. Funded 1878 by Joseph Cook, LL.D., Class of 1857. Awarded 1969 to (1) Robert Andrew Davis, (2) David Henry Dieterich, (3) Harry Wilbur Hill Drake.

Dove Prizes. In Latin. For an examination in the translation and interpretation of Virgil. Open to Seniors or members of Latin 4. $30, $20, and $10. First awarded 1880. Sustained since 1915 from the George W. W. Dove Fund. Awarded 1969 to (1) Stephen Michael Vine, (2) Stephen Bennett Blum, (3) Timothy Meckley Smith.

Valpey Prizes. For Latin composition and Greek composition. Open to the Upper Middle Class. $20 each. First awarded 1896. Funded 1893 from a bequest of Rev. Thomas G. Valpey, Class of 1854. Awarded 1969 to John Rains Thornton, Latin. No award this year in Greek.

Johnson Prize. For Greek composition. $10. First awarded 1924. Funded 1932 by Alfred Johnson, Class of 1890, in memory of the Rev. Alfred Johnson, a graduate of Dartmouth College. Awarded 1969 to Stephen Williams Powelson.

Weir Prize. In Greek. For an examination in the translation of New Testament Greek. $70. First awarded 1928. Funded 1927 from a bequest of the Rev. William N. Weir, Class of 1895. Awarded 1969 to Michael Peter Liff.

Benner Prize. For excellence in first-year Greek. $25. First awarded 1939. Funded 1950 by The Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, for forty-six years Instructor in Greek at Phillips Academy. Awarded 1969 to Arthur Albert Just, Jr. and Edward Stevens Rutherford.

Department Prizes. For excellence in Latin translation and composition, $10 and $5; for recitation from memory of poetry or prose, $10. First awarded 1940. Sustained since 1947 from Winthrop Fund. Awarded 1969 to Joseph Hubert McDermott Latin 1 Recitation, Geoffrey Howard Murdoch Latin 2 Recitation, James Richard Baker, Jr. Latin 3 Recitation. Awarded 1969 to Peter Wood Dewitt Latin 2 Translation and Composition and David Michael Gravallese Latin 3 Translation and Composition.

Catlin Prize. To be awarded regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. $1,000. First awarded 1945. Funded 1944 from a bequest of George H. Catlin, Class of 1863. Awarded 1967-68 year to Stephen Stewart Madsen.

GERMAN

Stevenson Prize. For excellence in German composition, oral and written. Open to the Senior and Upper Middle Classes. $15. First awarded 1904. Funded 1903 by Robert Stevenson, Jr., Class of 1896, in memory of his father. No award this year.

FRENCH

Taylor Prize. For excellence in French conversation and composition. A selection of French books. First awarded 1909. Funded in 1908 by a member of the Class of 1868 in memory of Frederic Holkins Taylor of that class, son of Professor John L. Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1969 to Jeffrey Warren Marshall.

Department Prizes. For aural ability. To those students in their first and second year of French who receive the highest marks on a special examination to test aural comprehension. First and second prizes in books. First awarded 1946. Sustained by an anonymous donor. Awarded 1969 in French 1 to (1) Richard Harte Keatinge, (2) Philip Miller Sylvester; French 2 to (1) Robert Jarvis Olivier, (2) William Stanford Brenizer.

Anthony D. Graves Prize. For improvement during the first year of the study of French. To the student whose application and effort result in the greatest over-all improvement. $25. First awarded 1954. Funded 1953 by Mrs. Charles F. Pease in memory of her father. Awarded 1969 to Michael Gerard McClain.

Forbush Prize. For excellence in French 3. A book or books. First awarded 1956. Funded 1955 by students and friends of Guy Johnson Forbush, Instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1969 to James Braidy Steinberg. Honorable Mention, Ellis Ames Ballard, Jr.

SPANISH

Howard P. Hayden Prize. For excellence in oral Spanish. To a member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in oral Spanish. $35. First awarded 1945. Funded 1945 by Mr. and Mrs. Howard P. Hayden, of Santiago, Chile. Awarded 1969 to (1) Robert Egan Leahey, (2) Michael Le-Mon Muldrow.

Donald E. Merriam Memorial Prize. Awarded annually to the student of Spanish who, in the opinion of the Spanish Department, has best combined the qualities of proficiency, interest and enthusiasm in the study of that language. A book and name on plaque. First awarded 1965. Sustained by Mrs. Donald E. Merriam. Awarded 1969 to Arthur Farwell Tuttle, III.

HISTORY

Lauder Prizes. For an examination in Modern European History. $30, $20, and books. First awarded 1913. Funded 1916 by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1969 to (1) Jame Lindsay Shea, (2) No award this year.

Haymond Prizes. In American History. To undergraduates taking the course in History of the United States, for an essay of the Constitution of the United States. $50, $25, $10, and books. First awarded 1943. Sustained by the Honorable Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and Thomas Arnette Haymond, Class of 1943. Awarded 1969 to (1) Roger Francis Steinert, (2) James Berwick Farnam.

Grace Prizes. In American History. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. $70, $45, $35, and books. First awarded 1953. Funded 1951 by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1969 to (1) Harries-Clichy Peterson, Jr., (2) William Carl Fuller, Jr.

Marshall S. Kates Prizes. In American History. To undergraduates taking the course in History of the United States for an essay on a topic in the field of American History. $50, $30, $20, and books. First awarded 1953. Funded 1952 by Marshall S. Kates, Class of 1939. Awarded 1969 to (1) Nathaniel Hayford Winship, (2) James Michael Shannon.

Webster Prizes. For excellence in Ancient History, European History, or Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. $125 in money and books. First awarded 1956. Funded 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1969 to (1) Gordon K. T. Sze, (2) Philip Earl Moore in History 1; to Seth Walworth and David Holmes Knights and Robert S. Johnson, III, in History 2; to James Lindsay Shea in History 3.

MATHEMATICS

Convers Prizes. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. $100, $75, $50, $25, $10, and books. First awarded 1898. Funded 1897 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1969 to (1) David Arthur Hsieh, (2) Douglas Edward Critchlow, (3) Gregg Ross Hamilton, (4) Frederick Nicholas Puzak, (5) Nicholas John Hadley.

Eaton Prize. For excellence in Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. $20. First awarded 1938. Funded 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years instructor in Mathematics at Phillips Academy. Awarded 1969 to Philip Earl Moore and Douglas Wayne Bigwood.

McCurdy Prizes. For excellence in Senior Mathematics. For Seniors in the regular fourth-year Mathematics program. Awarded on the basis of classroom work and an examination. $35 and $25. First awarded 1941. Funded 1940 by the family of the late Matthew S. McCurdy, in memory of his connection with Phillips Academy as Instructor in Mathematics 1873-1921. Awarded 1969 to (1) John Jeral Sabl, (2) John Oakes Ellis.

Bailey Prize. In Upper Middle Mathematics. On the basis of an examination at the close of the year. $35. First awarded 1946. Funded 1946 by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1969 to Richard Abbott Samp.

Watt Prizes. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school Mathematics. $125, $75, $25, and books. First awarded 1954. Funded 1953 by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, Instructor at Phillips Academy 1933-1951. Awarded 1969 to (1) Stephen Williams Powelson, (2) Roger Francis Steinert, (3) Stephen Stewart Madsen.

Tower Prize. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of Mathematics. First awarded 1954. Sustained by John W. Dixon, Class of 1924, in recognition of Oswald Tower, Instructor in Mathematics at Phillips Academy 1910-1949. Awarded 1969 to David D. Sagaser.

Winfield M. Sides Prize. For excellence in Mechanical Drawing. Awarded on the basis of proficiency in classroom work. $100 in cash and/or drawing equipment. Funded in 1966 by Donald A. Raymond, Jr., Class of 1932, in memory of Winfield M. Sides, Instructor in Mathematics at Phillips Academy 1919-1958. First awarded 1960. Awarded 1969 to Thomas Joseph Costagliola.

Joseph Award. For excellence in the area of Mathematics. To a member of the Senior Class. A gold medal and a book. First awarded 1960. Sustained by David Joseph, of New York City, in memory of his father, Bernard Joseph. Awarded 1969 to Barry Marshall Trager.

Scoville Prize. (*See Sciences.*)

SCIENCES

Scoville Prize. In the Physical Sciences or Mathematics. To a student or students for an original paper or project exhibiting creative thinking or ingenuity in the Physical Sciences or Mathematics, preferably not in assigned course work. $50. First awarded 1959. Funded 1961 by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbert Scoville. Awarded 1969 to Stephen Williams Powelson.

Wadsworth Prize. For excellence in Physics. To the student holding the highest rank in Physics for the year. $30. First awarded 1900. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1969 to Mark Thomas Dinsmore.

Dalton Prize. For excellence in Chemistry. To the student holding the highest rank in Chemistry for the year. $65. First awarded 1915. Funded 1916 by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884, Trustee of Phillips Academy, 1912-1923. Awarded 1969 to John Oakes Ellis.

Marsh Prize. For excellence in Biology. To a student who has been outstanding in interest and attainment in the Biological Sciences. $25. First awarded 1936. Sustained since 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1969 to Marshall Ramsey Jones.

Graham Prize. For excellence in Science. To that member of the graduating class attaining the highest average grade in ten hours of the natural sciences studied while at Phillips Academy. $1,000. First awarded 1946. Funded 1945 from a bequest of James C. Graham, Instructor in Science at Phillips Academy, 1892-1937. Awarded 1969 to Peter Lewis Bond Hollinger, Eric Kuo-wei Louie and Jere Schenck Meserole, Jr.

Wadsworth Prize. For excellence in Biology. To the student holding the highest rank in Biology for the year. $30. First awarded 1953. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1969 to Gregg Ross Hamilton.

Department Prize. For excellence in Physics. To that student who receives the highest grade on a prize examination. Books. First awarded 1956. Sustained by the Physics Department. Awarded 1969 to Mark Thomas Dinsmore.

Department Prize. For excellence in Biology. To a student who has demonstrated exceptional interest and accomplishment with particular reference to laboratory investigation. $25. First awarded 1964. Sustained by an anonymous donor. Awarded 1969 to Edward Benson Davison.

MUSIC

Cutter Prize. For proficiency in orchestral, especially stringed instruments. $55. First awarded 1924. Funded 1925 by The Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1969 to Charles Cornelius Williams and Paul Sternberg, Jr.

Poynter Prize. To that member of the Phillips Academy Choir who, in the judgment of the Choirmaster has been the most useful member of that organization. $30. First awarded 1945. Funded 1943 by Horace Martin Poynter, Class of 1896, and Mrs. Poynter, formerly of Andover, in memory of their son, Edward Pitkin Poynter, Class of 1940, who gave his life for his country in the aviation service in July, 1943. Awarded 1969 to Alan Craig Chmura and Edward Raymond Cuthbertson.

Jones Prize. To that member of Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1946. Established in 1945 by Mr. and Mrs. Edward T. Jones in memory of their son, Ainsworth B. Jones, Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1969 to John Hope Morey, Jr.

Collier Prizes. For proficiency in the playing of the piano. $25. First awarded 1947. Funded 1946 by Mrs. Milton Collier and I. Alfred Levy, in memory of Milton Collier. Awarded 1969 to Gary Russell Johnson.

Fuller Music Prize. To a musical student who, irrespective of need, has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower. $350. First awarded 1951. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1969 to Jerold Seth Kayden.

Kibrick Prize. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. $50. First awarded 1953. Sustained in memory of Herbert V. Kilbrick, Class of 1934, by his wife. Awarded 1969 to Jere Schenck Meserole, Jr.

ART

Morse Prize. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. $25. First awarded 1932. Funded 1942 by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1969 to Dirk Brunius Bartlett Nelson.

Thompson Prize. For improvement in drawing and painting. $25. First awarded 1932. Funded 1955 by Mrs. Frances Thompson Heely, in memory of her brother, Augustus Porter Thompson, III, Class of 1928. Awarded 1969 to George Elliott Dixon and Stephen John Cadogan.

Addison Gallery Associates Prize. To a student who has distinguished himself in art as well as in other activities. $25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1969 to George Elliott Dixon and Stephen John Cadogan.

John Esther Gallery Prize. To the student who has shown through his work the clearest understanding of art. $25. First awarded 1943. Awarded 1969 to John Richard Finlay.

Photography Fellowship Prize. To the student demonstrating the greatest excellence in Photography. $25 and one week as an apprentice in the photographic studio of Wingate Paine. First awarded 1964. Sustained by Wingate H. Paine, Class of 1932. Awarded 1969 to James Alfred Conlin and Manuel Enrique Tavares, Jr.

ATHLETICS

Faculty Golf Cup. To the winner of the Varsity Golf Squad competition. Winner's name inscribed on Cup. Presented 1927 by the Faculty of Phillips Academy. First awarded 1927. to Tobin Hufstader Hinkle, Captain.

Kilpatrick Trophy. To the winner of the Andover-Exeter track meet. A bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academy. Replica to the captain or co-captains of the winning team. Trophy presented 1938 by John Reed Kilpatrick, Class of 1907. First awarded 1938.

Schubert Award. To a member of the Senior Class who has excelled in varsity athletics and who has best exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A gold medal, and winner's name inscribed on a plaque. Funded 1951 by the Eta Delta Phi Society, in memory of Edmund John Schubert of the Physical Education Department. First awarded 1944. Awarded 1969 to Charles James Kittredge, III.

Banta Trophy. To be awarded annually to that member of the Varsity Tennis Team who shows the best sportsmanship, leadership, and character throughout the season. Established 1953 by the Tennis Team of Phillips Academy, in honor of their coach, Cornelius Gordon Schuyler Banta. Awarded 1969 to John Frederick Claus.

Cross Country Cup. To the member of the Cross Country Team who during the season has displayed outstanding sportsmanship, performance, and team spirit. Winner's name inscribed on Cup. Presented 1952 by the members of the cross country squad in honor of their coach, Norwood Penrose Hallowell. First awarded 1953.

Basketball Trophy. To the club basketball player who has contributed most to club basketball. Winner's name inscribed on trophy. Presented 1953 by the members of the Varsity Basketball Team. First awarded 1953. Awarded 1969 to James Ellis Kaplan.

Fagan Squash Racquets Trophy. To the winner of the Fagan Trophy Tournament. Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, III, Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1954.

LaCrosse Trophy. To the lacrosse player, excluding the captain, who through enthusiasm and love for the sport has inspired his teammates with the will to win. Winner's name inscribed on trophy. Presented in 1954 by the members of the lacrosse squad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1969 to Robert MacAlpine Reynolds.

Smith Hockey Cup. To a member of the hockey team, other than the captain, who is in good scholastic standing and who during his association with hockey has contributd most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Funded 1954 by Sumner Smith, Class of 1908. First awarded 1954. Awarded 1969 to William John Corkery, Jr.

Crew Cup. To the student who has contributed most in the way of team spirit and sportsmanship to the crew. Winner's name inscribed on cup. Presented 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 1934. First awarded 1955. Awarded 1969 to Carl Hitchcock Williams.

Track Trophy. To the member of the winter and spring varsity track squad who exhibits outstanding character and will to win. Winner's name inscribed on trophy. Presented by the members of the 1955 winter and spring track squads in honor of their coach, Stephen Stanley Sorota. First awarded 1955. Awarded 1969 to Christopher Peter St. Lawrence.

Press Club Trophy. To the student who has proved through his performance on the athletic fields to be the most capable athlete of the whole year. Winner's name inscribed on trophy and winner receives replica of trophy. Trophy presented 1956 by the members of the Press Club of Phillips Academy and replicas sustained by the club. First awarded 1956. Awarded 1969 to John Gilman Clark.

Sheridan Medal. To the student who has contributed most to the intramural athletic program. A gold medal. Funded 1956 by bequest of Fannie J. Sheridan, in memory of her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his country as a member of the United States Marine Corps in September 1944. First awarded 1957. Awarded 1969 to Robert Andrew Davis.

Football Trophy. To the member of the Junior Varsity 1 Team who contributed mos to Andover football below the varsity level. Presented in 1955 by the members of the Junior Varsity 1 Football team.

Richard S. Pieters Varsity Wrestling Award. To that member of the Varsity Team, excluding the Captain, who demonstrates throughout the season outstanding ability and enthusiasm for the sport. Winner's name inscribed on plaque. Awarded 1969 to William Welch Holland.

Peter Q. McKee Ski Bowl. Awarded annually to a member of the Varsity Ski Team who has contributed the most to the team and to the sport of skiing. Winner's names inscribed on bowl. Awarded 1969 to Harold Franklin Pfeifle and Louis Charles Pfeifle.

Raymond T. Tippett Memorial Award. Awarded annually to a senior member of the varsity football or baseball team whose loyalty, courage and modesty exemplify the character of Ray Tippett and the best traditions of Andover athletics. Established in 1962 by members of the class of 1945 for a prize in memory of their classmate, Raymond T. Tippett. Winner's name inscribed on plaque. Awarded 1969 to Robert MacAlpine Reynolds.

Soccer Cup. To be awarded annually to a member of the Soccer Team, exclusive of the captain, who has contributed most to the team through his sportsmanship, effort, and ability. Trophy presened in 1965 by Stanley C. Smoyer.

Swimming Trophy. To the member of the Varsity Swimming Team who, in the judgment of the coach, has contributed most to the sport by demonstrated qualities of sportsmanship, endeavor, and ability. Established by the 1964 swimming team and funded in 1966 by Jon Noll, captain of the 1966 team.

Wurster Basketball Award. To that senior member of the Varsity Basketball Team who during his association with basketball at Phillips Academy has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor and ability. Established in 1967 in memory of Robert L. Wurster, Class of 1964, by his parents. Awarded 1969 to David Earl Knorr.

OTHER PRIZES

Aurelian Honor Society Prize. To a member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. First awarded 1936. Sustained by the Aurelian Honor Society. Awarded 1969 to Johnson Benjamin Lightfoote.

Ayars Prize. To a member of the Senior Class who, through work, perseverance and seeking after excellence has created for himself a position of respect and admiration in the school community. $50. First awarded 1956. Funded 1957 by Mr. and Mrs. James S. Ayars, in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarded 1969 to Hugh Richard Kelleher.

Bierer Prize. To a student who is outstanding in character and personality. $25. First awarded 1944. Sustained by Eugene S. Bierer, Class of 1943. Awarded 1969 to Robert MacAlpine Reynolds.

Faculty Prize. To that member of the graduating class who during his Senior year attained the highest academic average. $100. First awarded 1912. Funded 1923 by Sanford H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freund. Awarded 1969 to Roger Francis Steinert.

Federation of Harvard Clubs Prize. To an outstanding member of the Upper Middle Class who combines excellence in scholarship with achievement in other fields. A book. First awarded in 1911. Sustained by the Harvard Club of Andover. Awarded 1969 to James Walter Stover.

Fuller Prize. To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Frst awarded 1912. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1969 to Frederick Ellis Drake, III.

Hackett Prize. To a member of the Upper Middle Class who has displayed the outstanding qualities of character, leadership, scholarship and athletic ability which characterized David Spencer Hackett, '61. A scholarship to an Outward Bound School. Funded in 1968 by the family and friends of David Hackett, who was killed in the service of his country in Viet Nam. Awarded 1969 to John Woodruff Sibal.

Hopper Prize. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. $100. First awarded 1954. Funded 1953 by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1969 to Eric George Ahrens and Freddie Drake McClendon.

Improvement Prize. To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development of character and scholarship. $100. First awarded 1941. Funded 1968 by a member of the Class of 1916. Awarded 1969 to William Pickering Jones, Jr.

Keyes Prize. To a boy, who in his Lower Middle year shows outstanding qualities of character, leadership, scholarship and athletic ability. $50. Funded 1958 by Langley C. Keyes, Class of 1920. First awarded 1959. Awarded 1969 to Philip Mulford Hooper.

Kingsbury Prize. To a student of outstanding character, who, in the judgment of the headmaster is especially distinguished for perseverance and resolution. $100. First awarded 1943. Funded 1945 by Dr. and Mrs. John A. Kingsbury, in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1969 to Charles Andrews Jones, III.

Library Prizes. For the best student libraries collected. $30, $15, and $10. Sustained by the Friends of Oliver Wendell Holmes Library since 1956. Awarded 1969 to (1) James Richard Bakker, Jr., (2) Lawrence Nason Gelb, (3) Jameson Stevens French.

Lord Prize. To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. First awarded 1947. Sustained by Mrs. Mason Faulconer Lord, in memory of her husband Mason F. Lord, Class of 1944. Awarded 1969 to Jere Schenck Meserole, Jr.

Phillipian Prize. For outstanding service rendered to the *Phillipian*. $50. First awarded 1931. Funded 1931 by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his Senior year. Awarded 1969 to James Berwick Farnham.

Schweppe (Richard Jewett) Prize. To a member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness. $100. First awarded 1947. Funded 1946 by Mrs. Richard J. Schweppe, in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1969 to Charles Joseph McDermott.

Stearns Prize. In honor of Dr. Alfred E. Stearns, Class of 1890. Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. $100. First awarded 1951. Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1969 to David Earl Knorr.

Abbot Stevens Prize. To a member of the Senior Class, upon recommendation of the faculty, who through his character and leadership has made a significant contribution to the Academy and to his classmates. $100. Funded 1959 by Mrs. Abbot Stevens, in memory of her husband, Abbot Stevens, Class of 1907. Awarded 1969 to Robert Lee Gailliard.

Stiles Prize. To the member of the Upper Middle Class whose judgment and loyalty to the school have been exemplary. $50. First awarded 1960. Funded 1960 by Mrs. Russell Stiles, in memory of her husband, Class of 1908, and his father Sumner Burritt

Stiles, Class of 1872. Fund increased 1960 by her son, William S. Stiles, Class of 1942, and David Stiles, Class of 1936. Awarded 1969 to Rodney Louis Goldstein.

SULLIVAN PRIZES. To those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of $200 each, awarded in the fall. First awarded 1921. Funded 1921 by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded for 1967-68 year to *Senior,* Albert Edward Moulin, III, *Upper,* Stephen Stewart Madsen, *Lower,* Erwin Lange, *Junior,* Charles Perkins, III.

VAN DUZER PRIZES. Two prizes of $350 each, awarded as outlined below. (a) ANDOVER-HARVARD. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded for 1967-68 year to Eric Kuo-wei Louie. (b) HARVARD-ANDOVER. "The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, the award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded for 1967-68 year to Donald Emil Ganem. First awarded 1912. Funded 1928 from a bequest of Henry S. Van Duzer, Class of 1871.

WARREN PRIZE. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty. $50. First awarded 1926. Funded 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1969 to Edward Bennett Tasch.

WELLS PRIZE. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory the prize is given. $50. First awarded 1953. Sustained by Mr. and Mrs. J. Brent Wells, in memory of their son, Anthony Peters Wells, admitted to the Class of 1956. Awarded 1969 to James Robert Mayock.

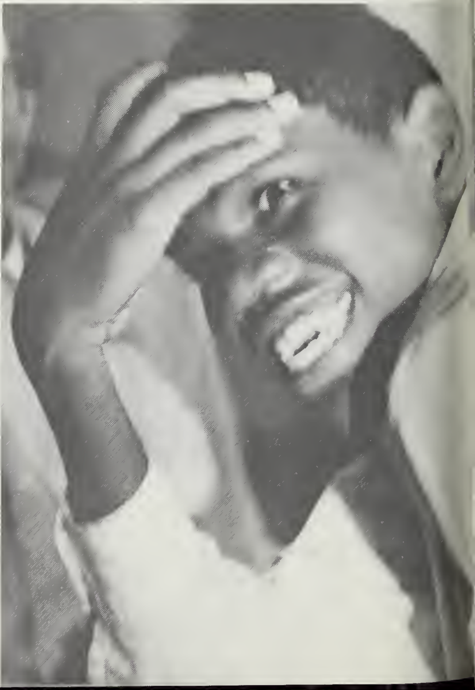
JACK WILLIAMS PRIZE. To that member of the Junior Class, residing in Williams Hall, who in the minds of the proctors and housemaster has made an outstanding contribution to dormitory life during the school year. Funded in 1965 in memory of John L. Williams '61 by his family and friends.

YALE BOWL. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1969 to Fred Lawrence Adair, Jr.

WILFRED FREEMAN FELLOWSHIP. To enable an Andover Upper Middler or Senior to undertake a creative project in the arts or sciences during the summer vacation. $500, or a scholarship to the Summer Session and $150. Sustained in memory of Wilfred Freeman, Instructor in English and Art, by his friends. Awarded 1969 to Jeremiah Elijah Smith.

STUDENTS

1968-1969



STUDENTS—1968-1969

GEOGRAPHICAL REPRESENTATION

Alabama	8	New Hampshire	15	Dominican Republic	2
Arizona	4	New Jersey	33	England	4
Arkansas	3	New Mexico	1	France	1
California	37	New York	134	Ghana	1
Colorado	7	North Carolina	18	Hong Kong	1
Connecticut	73	Ohio	24	India	1
Delaware	3	Oklahoma	2	Indonesia	1
District of Columbia	11	Oregon	3	Italy	1
Florida	14	Pennsylvania	33	Jamaica	1
Georgia	8	Rhode Island	8	Mexico	1
Illinois	31	South Carolina	3	Netherlands	1
Indiana	5	Tennessee	6	New Zealand	1
Iowa	7	Texas	10	Pakistan	2
Kansas	2	Utah	4	Philippines	2
Kentucky	4	Vermont	11	Rumania	1
Louisiana	3	Virginia	12	Spain	1
Maine	15	Washington	6	Sweden	1
Maryland	9	West Virginia	1	Taiwan	1
Massachusetts	200	Wyoming	1	Thailand	1
Michigan	14	Afghanistan	1	Tunisia	1
Minnesota	9	Algeria	1	Venezuela	1
Mississippi	2	Bermuda	2	Viet Nam	1
Missouri	7	Canada	6	Zambia	1
Nebraska	3	Chile	1		
Nevada	1	Congo, Dem. Rep.	1	Total	846

CLASSIFICATION

260 Seniors
235 Uppers
218 Lowers
133 Juniors

846 Total Students

781 Boarding Students
65 Day Students

846 Total Students

A

U Aberizk, William Joseph, Jr.
Lawrence, Mass.
L Abram, James Koozie
Trenton, N.J.
S Adair, Fred Lawrence, Jr.
Lancaster, Pa.
L Adams, Ernest Clayton, II
Brookline, Mass.
U Adler, Douglas Ochs
New York, N.Y.
U Ahrens, Eric George
Boone, Iowa
L Allen, Deolis, Jr.
Detroit, Mich.
L Allen, Heath Ledward, II
Harrisburg, Pa.
S Allen, Thomas Cleaveland
Beverly, Mass.
L Anderson, Paul Nathaniel, III
Lakewood, N.Y.

U Anderson, Peter Ford
Akron, Ohio
U Anderson, Steven William
Shelbyville, Ill.
L Andrews, David Wallace
New York, N.Y.
J Arnold, John Peter
Milan, Italy
J Arpaia, Nicholas Edwin, III
Cheshire, Conn.
J Arroyo, Louis Casteel
New York, N.Y.
S Ashley, Craig Stanley
Syracuse, N.Y.
L Avalle-Arce, Juan Bautista Alejandro Guadalupe, III
Northampton, Mass.
U Ayer, Frederick Boyd, II
New York, N.Y.

B

S Bagan, Kenneth Jay
Chicago, Ill.
L Bakker, James Richard, Jr.
Littleton, Mass.
U Baldwin, Mark Howard
Old Greenwich, Conn.
U Ballard, Ellis Ames, Jr.
Barrington, Ill.
L Balogh, Brian Henry
Coral Gables, Fla.
J Bangert, John Theodore, Jr.
Andover, Mass.
L Barksdale, Vernon Cosby
East Orange, N.J.
J Barnett, Roger Daniel
Columbus, Ohio
S Barron, Wayne Charles
Winthrop, Mass.
U Bates, Charles Carroll
Carmel, Calif.
U Bauer, Fred Anthony Michael
South Norwalk, Conn.
L Bauman, William Carlsen
Larchmont, N.Y.
U Beaulieu, Edgar Mark
Methuen, Mass.
S Beck, Gordon Morison
Canton, Mass.
U Beilstein, Kenneth Wayne
Herculaneum, Mo.
U Belknap, Peter Carroll
Cos Cob, Conn.
J Bell, David Michael Mihailin
Holden, Mass.
S Bennett, Charles Faulkner
New York, N.Y.
L Bennett, Winslow Wood, Jr.
Vancouver, B.C., Canada
L Ben-Salahuddin, Kim Malik
New York, N.Y.
L Bensley, Peter Durand
Andover, Mass.
L Benson, Nathaniel Lawrence
Essex, Conn.
S Benson, Robert Granger, III
Essex, Conn.
U Bentley, Edward Salisbury, III
Las Vegas, Nev.
U Beregi, William Edward
Pittsburgh, Pa.
S Berns, Frederic Andrew
Peabody, Kan.
J Berry, Richard Kingsley
Darien, Conn.
U Besse, Jonathan Tupper
Fayetteville, N.Y.
L Besso, George John Peter
Westmont, Que., Canada
J Biddle, Nicholas Livingston
Ligonier, Pa.
L Bigwood, Alton Gregory
Wellesley Hills, Mass.
J Bigwood, Douglas Wayne
Wellesley Hills, Mass.
J Billman, Douglas Neill
Oyster Bay, N.Y.
U Bishop, Clarence Morton, III
Portland, Ore.
J Bissinger, Harry Gerard, III
New York, N.Y.
L Black, Timuel Kerrigan
Chicago, Ill.
L Blair, Thomas Irving, III
Nashville, Tenn.
L Blasier, Peter Cole
Pittsburgh, Pa.
S Blood, Robert Eldredge, III
Marblehead, Mass.
S Bluhm, Jeremy Scott
Kingston, Mass.
U Blum, Stephen Bennett
New York, N.Y.
U Bodine, David Butterfield
Easton, Conn.
L Bok, Curtis
Beverly Hills, Calif.
J Bolduc, Daniel George
Waterville, Me.
L Bonds, Mark Evan
Garden City, N.Y.
U Bonnett, Thomas Nelson
Newark, N.Y.

U Boston, Clarence Elijah, Jr.
Alexandria, Va.
L Bostwick, Mark Allen
Chagrin Falls, Ohio
U Boyden, Christopher Wayne
Parsippany-Troy Hills, N.J.
U Boynton, Charles Irving, 3rd
North Easton, Mass.
J Boynton, John Allan
North Easton, Mass.
S Brainerd, Samuel Thompson
Billerica, Mass.
U Bralley, James Alexander, III
Decatur, Ill.
S Bralski, Alex Peter
Cleveland, Ohio
U Branscomb, Harvie Hammond
Boulder, Colo.
S Braunlin, Daniel Edward
Dayton, Ohio
J Bremser, Christian Frederick, II
New Canaan, Conn.
U Brenizer, William Stanford
Concord, Mass.
L Brescia, Christopher Joseph Peter
Washington, D.C.
L Bridges, Andrew Phillip
Atlanta, Ga.
U Briggs, Harry Melvin, III
Methuen, Mass.
S Bro, Per Bjarne
Andover, Mass.
S Brockie, Edward Simmons, III
Englewood, N.J.
L Broderick, Vincent Joseph
Pelham Manor, N.Y.
U Brown, Melville Stewart
New York, N.Y.
U Broyles, Paul Rothwell
Bryce Canyon, Utah
J Bruckmann, Bruce Cameron
Rumson, N.J.
J Budge, Hamilton Whithed, Jr.
Burlingame, Calif.
L Buhler, Luis Paltenghe
Stamford, Conn.
L Bump, Lawrence Winslow
Ashland, Ky.
J Burd, Daniel Hampton
San Francisco, Calif.
L Burthey, Grover Cleveland, Jr.
Durham, N.C.
L Burton, Cleveland, Jr.
Detroit, Mich.
L Bush, John Ellis
Washington, D.C.
L Butler, Gregory Stewart
Fayetteville, N.C.
J Butler, Samuel Coles, Jr.
New York, N.Y.
L Buxton, Douglas Francisco
New York, N.Y.

C

S Cadogan, Stephen John
North Andover, Mass.
L Caffray, William Gillespie
Pelham Manor, N.Y.
S Cagan, Richard Dennis
Florence, S.C.
U Cahill, James Dalton, III
North Hampton, N.H.
U Cahill, Peter duPont
Needham, Mass.
L Cahill, William Peter
North Hampton, N.H.
S Caldwell, Michael John
Chipperfield, Herts., England
L Carlisle, Michael Vadim
Washington, Conn.
J Carpenter, Robin Stacy
Concord, Vt.
U Carrington, Robert Howard
Martinsville, Va.
U Carroll, Anthony John
Old Brookville, N.Y.
L Carroll, Jeremy John
Barre, Mass.
J Carson, Stanley Allen
Bowling Green, Ky.
S Cartmell, Nathaniel Madison, III
Pelham Manor, N.Y.
J Casey, Richard Clyde
Andover, Mass.
L Cashin, Richard Marshall, Jr.
Washington, D.C.
U Castle, Richard DeWindt, Jr.
Rochester, N.Y.
L Caverly, Andrew Dyer
Andover, Mass.
U Celotto, Donald William, Jr.
New Haven, Conn.
L Chafee, Lincoln Davenport
East Greenwich, R.I.
L Chamberlin, Thomas Bowman
Sherborn, Mass.
U Chamberlin, William Coleman, Jr.
Concord, N.H.
L Chan, Joseph Wah
New York, N.Y.
S Chan, Kenneth
Tucson, Ariz.

L Chandgie, Marc Alan
Greensboro, N.C.
L Chandler, Harry Brant
San Marino, Calif.
S Chapman, James Westbrook
Farmington, Conn.
J Chase, David Fessenden
Cohasset, Mass.
U Cheesman, Gordon Elliman
Lunenburg, Mass.
L Cheney, Edward Drew
Washington, D.C.
L Chessman, Alexander Wallace
Granville, Ohio
S Chmura, Alan Craig
Spokane, Wash.
S Chofnas, Eric Steven
Martinsburg, W. Va.
J Christensen, Craig Whittaker
New Canaan, Conn.
S Christie, David Brooks
Poughkeepsie, N.Y.
U Christie, Rob
Lancaster, N.H.
J Christy, Joseph Parsons
Noank, Conn.
J Chun, Harland
Oakland, Calif.
J Church, George McDonald
Clearwater, Fla.
S Church, Thomas Norton
Bethlehem, Pa.
S Clark, John Gilman
Providence, R.I.
L Clark, Walter Jerome, Jr.
Cleveland, Ohio
S Claus, John Frederick
Ottawa, Ill.
S Cleveland, Michael Lambert
New York, N.Y.
S Cline, William Whittenburg
Amarillo, Tex.
S Close, Alexander Drummond
Rep. Dem. du Congo
L Coghlon, Edward Evans
Washington, D.C.
U Cohen, David Jonathan
Washington, D.C.
L Cohen, Etahn Micah
Manchester, N.H.
J Cohen, Roger Bryan
Utrecht, Holland
U Colburn, Kenneth Hersey
Wakefield, Mass.
S Colby, Seth Bartholomew
New York, N.Y.
S Coleman, Daniel Eugene
Tampa, Fla.
L Coleman, Samuel Richard
Easton, Pa.
J Comer, Victor Leon
Birmingham, Ala.
S Conlin, James Alfred
Whittier, Calif.
J Contarino, Michael Peter
North Andover, Mass.
U Converse, Gregory Dale
Middletown, Ohio
S Cook, Andrew George
Ottawa, Ont., Canada
L Cook, Paul Wentworth, Jr.
Cranford, N.J.
S Copeland, Craig Scott
Kensington, Md.
U Corcoran, Francis Gerald
Philadelphia, Pa.
S Corcoran, Robert Patrick
Cambridge, Mass.
S Corkery, William John, Jr.
Arlington, Mass.
S Costagliola, Thomas Joseph
Brooklyn, N.Y.
U Costin, Maurice Edward
Framingham, Mass.
J Costin, Michael Noel
Framingham, Mass.
J Cox, George Norbert, III
Andover, Mass.
S Crabb, Cecil Vanmeter, III
Baton Rouge, La.
U Craig, Daniel
Washington, D.C.
S Crawford, Blake Lawrence
Wilmington, Del.
J Cregg, Francis
Andover, Mass.
S Critchlow, Charles Howard
Andover, Mass.
J Critchlow, Douglas Edward
Andover, Mass.
L Crone, Stewart MacWilliam
Edison, N.J.
S Cronin, Anthony Guthrie
Brooklyn Heights, N.Y.
U Crosby, Gerrit Lansing
Woodbridge, Conn.
S Crosby, Jeffrey Christian
Newton, Mass.
J Crosby, Victor Anderson, II
Athens, Ga.
S Crouch, Hubert Adair, III
Tullahoma, Tenn.
U Crouch, Luis Arturo
Santiago, Dominican Republic
U Crowley, Frank Esmond
Hamilton, Mass.

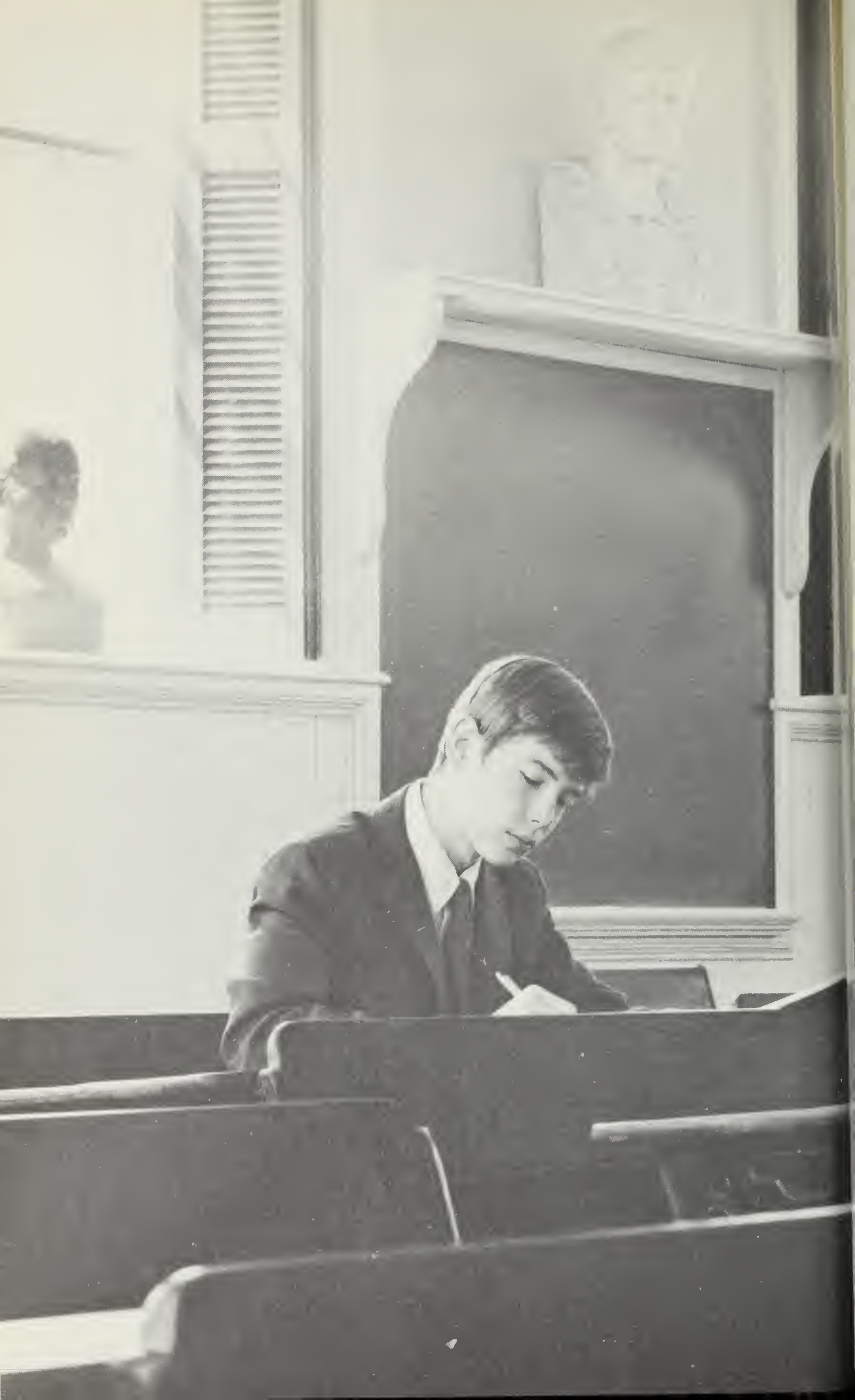
S Cunningham, James Archibald
Quebec, Que., Canada
S Cunningham, Thomas Allen
Portland, Ore.
U Curley, John Walton
New York, N.Y.
L Curran, Michael Scot
Pittsburgh, Pa.
S Currie, David Levell
Lowell, Mass.
S Cuthbertson, Edward Raymond
Boxford, Mass.
L Cuthell, David Cameron Jr.
New York, N.Y.
U Cutler, Lloyd Norton, Jr.
Chevy Chase, Md.

D

S Dalrymple, Arthur Scott
Winthrop, Mass.
S Daly, Michael Charles
Chicago, Ill.
U Danforth, John Waldemer
Andover, Mass.
J Darner, Richard Hammon
Wichita Falls, Tex.
S Davies, Bruce Owen
Arvada, Colo.
U Davis, Frederic Whitlock, Jr.
Ashby, Mass.
U Davis, Robert Andrew
Corona del Mar, Calif.
S Davison, Edward Benson
Flint, Mich.
S Dawson, Alan Douglas
Lawrence, Mass.
S Degler, Paul Grady
Stanford, Calif.
L DeMello, Thomas Williams
Falmouth, Mass.
U Deming, John Nelson, Jr.
Hamden, Conn.
U Dempsey, Guy Cary, Jr.
New York, N.Y.
L Denko, John Scott
Amarillo, Tex.
L DeWitt, Peter Wood
Granby, Mass.
U Diamond, David Van
Clifton, N.J.
S Dibble, Philo Louis
Washington, D.C.
S Dickson, Daniel Hugh
Miami Shores, Fla.
S Dieterich, David Henry
Winchester, Mass.
L Dillard, James Newell
Millwood, Va.
L Dines, Anselm Carl
Colorado Springs, Colo.
U Dinsmore, Mark Thomas
Machias, Me.
S Dixon, George Elliott
Minneapolis, Minn.
S Dobson, James Jaimet
Milford, Del
S Donahue, Douglas Aidan, Jr.
Norwell, Mass.
U Donner, Alexander Brokaw
New York, N.Y.
S Donovan, Charles Stephen
Wakefield, Mass.
L Donovan, Edward Dennis
Wakefield, Mass.
L Dove, Webster Pope
Beverly, Mass.
S Doyle, Brendan Glendining
East Brunswick, N.J.
U Doyle, Kevin Lawrence Thomas
New York, N.Y.
S Drake, Frederick Ellis, III
Bath, Me.
U Drake, Harry Wilbur Hill
Rochester, N.Y.
L Drake, Richard James, Jr.
Newburgh, N.Y.
L Duble, Christopher Haskell
North Haven, Conn.
L Dudan, Donald Michael
West Nyack, N.Y.
U DuMez, Robert Irving
Schenectady, N.Y.
L Duncan, James Alleyn
New Canaan, Conn.
L duPont, Emile Francis, II
Winnetka, Ill.
U Durant, David Woods
Hanover, N.H.

E

U Eakland, Henry Nordling
La Canada, Calif.
L Earthman, Thomas Tyne
Nashville, Tenn.
U Ebner, Michael Joseph
Providence, R.I.
U Eccles Charles Martin
Andover, Mass.



S	Eddy, Edward Danforth, III	Pittsburgh, Pa.
L	Eden, Peter Daggett	Mill Neck, N.Y.
U	Eichner, John Charles	Andover, Mass.
S	Ellis, John Oakes	Salem, N.H.
J	Emery, James Jackson	Yarmouth, Me.
U	Eng, Michael Furgeson	Tivoli, N.Y.
S	Ennals, John Richard	London, England
L	Ennis, David Arthur	Big Falls, Minn.
L	Enright, William Frederick, Jr.	Westport, Conn.
S	Ensor, David Burnham	London, England
L	Esteves, Edward F., Jr.	New Bedford, Mass.

F

S	Farnam, James Berwick	Wallingford, Conn.
S	Field, Mark Palmer	Chelmsford, Mass.
U	Finch, Charles Baker, Jr.	New York, N.Y.
S	Finlay, John Richard	Manchester, Vt.
S	Finley, Madison Kingsmill	Diamond Point, N.Y.
L	Finn, Paul Burke	Karachi, Pakistan
U	Fisher, Elliott Speer	Cambridge, Mass.
J	Fletcher, Thomas Mark	Binghampton, N.Y.
U	Fliflet, Charles Reidar	Mountain Lakes, N.J.
U	Follansbee, George Little, Jr.	Albuquerque, N.M.
U	Ford, John	Bronx, N.Y.
U	Forsyth, George Keene	Webster, N.Y.
U	Fox, Peter Boulware	Champaign, Ill.
J	Fox, Robert Lawrence	Philadelphia, Pa.
L	French, Jameson Stevens	Andover, Mass.
S	Fuller, William Carl, Jr.	Nashua, N.H.
S	Funkhouser, David Kristen	Concord, Mass.
S	Furse, Robert Austen	Houston, Tex.
U	Fury, Conail Steven	Snoqualmie, Wash.

G

S	Gailliard, Robert Lee	Charleston Hgts., S.C.
J	Galbiati, Louis Joseph	Andover, Mass.
S	Galenson, David Walter	Ithaca, N.Y.
S	Gallett, Peter Anthony	Sturgis, Ky.
U	Ganley, Richard Edward	Lawrence, Mass.
L	Gardella, Christopher Shinn	Weston, Mass.
L	Gardiner, Hobart Clive, Jr.	Santiago, Chile
S	Gardner, Robert Abbe, III	Lake Forest, Ill.
L	Gardner, William Palmer	Barrington, Ill.
U	Garrett, James Harvey, Jr.	Washington, D.C.
U	Gearing, Milton LeRoy, 2nd	Wallingford, Conn.
S	Gelb, Lawrence Nason	New York, N.Y.
U	Gibbons, Edmund Graham, III	Tuckers Town, Bermuda
L	Gillespie, John William, Jr.	Greensboro, N.C.
J	Gillespie, Mark Frederick	Greensboro, N.C.
S	Gilligan, Kendall Allen	Darien, Conn.
S	Gillogly, Terry Blake	East Aurora, N.Y.
S	Ginsberg, Jonathan	Washington, D.C.
L	Gleason, Douglas Edwin	Branford, Conn.
S	Glenn, Lawrence Edward	Houston, Tex.

U	Golding, Gary Steven	W. Hartford, Conn.
U	Goldstein, Rodney Louis	Peoria, Ill.
L	Goodwin, Brantly Sumner	Chapel Hill, N.C.
L	Gordon, Richard Douglas	Chapel Hill, N.C.
S	Gores, Karl Landis	New Canaan, Conn.
J	Grant, Patrick Joseph	Milton, Mass.
L	Gravallese, David Michael	Andover, Mass.
U	Green, Lewis Stephen	Lawrence, Mass.
L	Griffin, Richard Wiswall	Salem, Mass.
S	Griggs, Douglas Steven	Melrose, Mass.
S	Grillo, John Michael	Andover, Mass.
L	Grillo, Michael Henry	Andover, Mass.
S	Gross, Henry Robert	Palatine, Ill.
S	Gruber, Benjamin Aaron	Salem, N.H.

H

J	Hadley, Nicholas John	New York, N.Y.
S	Hafrey, Leigh Gidal	New York, N.Y.
J	Hall, Timothy Andrew	McLean, Va.
J	Halley, Michael Rudolph	New York, N.Y.
L	Halley, Peter Rudolph	New York, N.Y.
J	Hallowell, Henry Richardson, III	Haverford, Pa.
L	Hamilton, Gregg Ross	New York, N.Y.
U	Hancock, Sean Jerome	Pengilly, Minn.
S	Hansen, John Mark	Parkers Prairie, Minn.
S	Hardy, Christopher Bartlett	New York, N.Y.
U	Harman, Thomas Dean	Rowayton, Conn.
S	Harper, Stephen Henry	Irvington, N.Y.
U	Harris, Nicholas Bennett	New York, N.Y.
U	Harris, Peter Bridge	Laconia, N.H.
S	Harris, Stephen Joseph	Malden, Mass.
J	Harrison, Enoch Frederick	Chicago, Ill.
L	Hart, Austin Dickinson	New Canaan, Conn.
L	Hart, Russell Dana	Charlottesville, Va.
S	Hartzell, Richard William	Kettering, Ohio
S	Hawkins, Peter Gregory	Hudson, N.Y.
S	Hayden, Jonathan Brewster	Yarmouth, Me.
L	Haydock, Walter Howe, III	New York, N.Y.
U	Healey, John Henry	West Newton, Mass.
J	Hearey, Clement James	Oaklyn, N.J.
L	Hearne, Robert Bickford, Jr.	Dedham, Mass.
S	Hearty, James Bowe	Marblehead Neck, Mass.
U	Hearty, Owen Eugene	Marblehead Neck, Mass.
U	Heidrich, Arthur Grant, 3d	Peoria, Ill.
S	Heifetz, Irvin Neil	Andover, Mass.
S	Henningsen, Victor William, III	Pelham Manor, N.Y.
U	Herron, Frank Farnum	Worcester, Mass.
J	Hetzler, Peter Theodore	Rumson, N.J.
L	Hewitt, Thomas Denison, II	Calgary, Alta., Canada
L	Hickox, Steven Webster	Waterville, Me.
U	Higbie, Carlton Milo	Grosse Pointe Farms, Mich.
U	Hinkle, Tobin Hufstader	Santee, Calif.
L	Hinks, Peter Pringle	Grosse Pointe, Mich.
J	Hinman, Douglas Edward	Andover, Mass.
J	Hinton, Ronald Eugene, Jr.	Evansville, Ind.
J	Hirschler, Charles	New York, N.Y.

U	Hoffman, Paul David	Grand Rapids, Mich.
U	Hoffman, Stephen Howard	Atherton, Calif.
S	Holland, William Welch	Greenwich, Conn.
S	Hollinger, Peter Lewis Bond	Djakarta, Indonesia
U	Holmes, Christopher	New Paltz, N.Y.
S	Holt, Thomas Frederick, Jr.	Rumford, R.I.
S	Hooker, Jonathan Bakewell	Guilford, Conn.
L	Hooper, Philip Mulford	Owings Mills, Md.
S	Hooper, William Jeffrey	Yellow Springs, Ohio
L	Hornsby, Byron Bouchelle	Pensacola, Fla.
L	Horrigan, Robert Angus	Penn Yan, N.Y.
S	Hosken, John Michael	Lexington, Mass.
U	Howes, David Graham	New York, N.Y.
J	Hsieh, David Arthur	White Plains, N.Y.
U	Hudson, William Lawrence	Concord, Mass.

I

S	Ide, George Everett	Vestal, N.Y.
J	Iwahara, Makoto	New York, N.Y.

J

L	Jackson, Donald Conrad	Lynnfield, Mass.
S	Jacobson, John Frederick, Jr.	Saddle River, N.J.
J	Jaquess, Stanley	St. Louis, Mo.
S	Johns, Glover Steiner, III	New York, N.Y.
L	Johnson, Frederick Spencer, Jr.	Westfield, N.Y.
S	Johnson, Gary Russell	San Francisco, Calif.
S	Johnson, John William, III	Langdale, Ala.
J	Johnson, Robert Lee	Langdale, Ala.
L	Johnson, Robert S., III	Newton, Mass.
S	Jones, Albert Lee	Los Angeles, Calif.
S	Jones, Charles Andrews, III	Pemberton, N.J.
L	Jones, Marshall Ramsey	Statesville, N.C.
L	Jones, Michael Orlando	Memphis, Tenn.
S	Jones, William Pickering, Jr.	Darien, Conn.
U	Juer, Robert Craig	Dolgeville, N.Y.
L	Just, Arthur Albert, Jr.	Mexico, D.F., Mexico

K

U	Kahn, Hamilton Rice	New York, N.Y.
U	Kannan, Michael Dempsie	Andover, Mass.
S	Kaplan, James Ellis	Nanuet, N.Y.
S	Kaplan, Lee Allan	Carbondale, Ill.
U	Kaplan, Paul Henry Daniel	Northampton, Mass.
U	Karlin, Richard Myer	New Orleans, La.
J	Kawano, David Shohei	Stockton, N.J.
L	Kayden, Jerold Seth	Irvington, N.Y.
J	Kazickas, Alexander Kestutis	New Rochelle, N.Y.
J	Keatinge, Richard Harte	Makati, Rizal, P.I.
L	Keefe, Charles Baker	Palos Verdes Peninsula, Calif.
S	Kelleher, Hugh Richard	Bradford, Mass.
L	Kellogg, Peter Fuller	Weston, Mass.
U	Kelly, Mark Carroll	Rye, N.Y.

S Kelsey, James Talcott
Rye, N.Y.
L Kelsey, Peter Baker
Rye, N.Y.
S Kemper, Rufus Crosby, III
Kansas City, Mo.
U Kendall, Richard Becker
Princeton, N.J.
U Kenna, Michael Earl
Atlanta, Ga.
L Kent, Bradley Dewey
Andover, Mass.
S Kent, Daniel Leonard
Andover, Mass.
J Keogh, John, III
Norwalk, Conn.
S Kerr-Jarrett, Peter Ross
Montego Bay, Jamaica, West Indies
S Kiarsis, Victor, Jr.
South Dartmouth, Mass.
U Kibbe, Peter Sherwin
Hudson, Ohio
S Kilbreth, Jeffrey Lawrence
Deerfield, Mass.
U Killham, Edward Leo, III
Bethesda, Md.
S Kingsley, James Oliver
Pacific Palisades, Calif.
J Kita, Jefferson Allan
Chelmsford, Mass.
U Kitching, Blair Scott
Topsfield, Mass.
S Kittredge, Charles James, III
Boxford, Mass.
J Kjellberg, Fredrik Orjan
Solleftea, Sweden
J Klosowicz, Peter Christopher
Lowell, Mass.
S Knapp, Alfred John, Jr.
Houston, Tex.
J Knapp, Frederic Harris
West Reding, Conn.
L Knights, David Holmes
Georgetown, Mass.
S Knorr, David Earl
St. Paul, Minn.
L Koerner, Henry, III
Tucson, Ariz.
U Korba, John Alan
Andover, Mass.
J Kraus, Bruce Robert
Ridgefield, Conn.
S Kroescher, Thomas Ralph
Salt Lake City, Utah
L Kuchta, Kurt John
Valley Stream, N.Y.
S Kunen, Peter Daniel
Marlboro, Mass.
S Kunkle, Daniel Alan
New Kensington, Pa.

L

L Lacey, Kenneth Lee
Caracas, Venezuela
S Ladjevardi, Saeed
Scarsdale, N.Y.
S Landry, Alan Sullivan
Andover, Mass.
U Lange, Erwin
Absecon, N.J.
J Langford, Cedric Allen
Chicago, Ill.
S Larner, Mark Alexander
Albany, N.Y.
J Lawrence, Mark, Jr.
New York, N.Y.
L Lawrence, Richard Harris, III
Westminster, Mass.
L Lawrence, Steven Thomas
New York, N.Y.
J Laws, Michael Barton, Jr.
Madison, Conn.
S Layton, Charles Lewis
New York, N.Y.
J Leahey, Robert Egan
Lowell, Mass.
U Leahy, Thomas Anthony
Gibson Island, Md.
L Lee, Chien
Hong Kong, B.C.C.
S Lee, James Douglas
Andover, Mass.
L Lee, Vaughan, Jr.
Newtown, Conn.
S LeGendre, Stephen Mark
Andover, Mass.
J Leggett, Anthony Lispenard
New York, N.Y.
L Leicht, Eugene Michael
Normandy, Mo.
U Leonardi, Joseph Anthony
Andover, Mass.
U Leone, Nicholas Dean
Hollywood, Fla.
S Levin, Fredric Winstan
Norwich, Conn.
U Lewis, Charles Adams
Morristown, N.J.
U Liff, Michael Peter
Adamant, Vt.
S Lightfoote, Johnson Benjamin
Tuskegee, Ala.
S Lim, Howard, Jr.
New York, N.Y.

L Lindsay, David Alexander, Jr.
Huntington, N.Y.
L Lindsay, Stephen Whitney
Syosset, N.Y.
U Little, Joseph Holder
Greensboro, N.C.
J Littlefield, James Patrick
Charlotte, Vt.
L Livada, Evan Bradford
Cape Elizabeth, Me.
L Livingston, Stanley, III
Providence, R.I.
U Logsdon, John Michael
Hockessin, Del.
L Lombardi, John Leonard
North Andover, Mass.
S Longley, James Bernard, Jr.
Lewiston, Me.
L Loring, George Gardner, Jr.
Manchester, Mass.
S Louie, Eric Kuo-wei
Chicago, Ill.
U Luby, Thomas Stewart
Meriden, Conn.
S Lux, Richard Alan
Andover, Mass.
L Lybrand, Gary George
Andover, Mass.
S Lynes, Christopher Roland
McLean, Va.

M

S McAfee, Thomas Rolland
Toronto, Ont., Canada
U McAvity, James Douglas
Greenwich, Conn.
S McAvity, Thomas Malcolm
Greenwich, Conn.
L McBee, Joel Eaton
Andover, Mass.
U McCallum, Peter Clark
Cold Spring, N.Y.
J McClain, Michael Gerard
Evansville, Ind.
U McClendon, Freddie Drake
Oakland, Calif.
U McCowan, Michael Harry
Jackson, Miss.
J McCracken, David Grant
Geneva, Ill.
J McCulloh, John Russell
Chicago, Ill.
L McDaniel, Riley Douglas
Karachi, Pakistan
S McDermott, Charles Joseph
Washington, D.C.
J McDermott, Joseph Hubert
Lowell, Mass.
L McDonald, Robert Kevin
Miami, Fla.
J MacFarlane, Stephen Neil
Montreal, Que., Canada
S McGhee, Joseph Richard
Pittsburgh, Pa.
S McGinnis, James William, Jr.
Cary, N.C.
U McGowan, Michael Vincent
Bethel Park, Pa.
L McHarg, Richard Owen
Bedford, Mass.
J McInnes, Rodger Warren
Camp Hill, Pa.
U MacIver, John Robertson
Pittsburgh, Pa.
J MacIver, Mathew Evan
Pittsburgh, Pa.
J McKallagat, Richard Dennis, Jr.
Andover, Mass.
L McLachlan, Robert Scott
Ridgefield, Conn.
U McLeod, Robert William, Jr.
Lowell, Mass.
J McManus, James Edward, Jr.
Katonah, N.Y.
J MacNelly, John Dennis
Cedarhurst, N.Y.
U McNitt, Robert William
Greenwich, Conn.
J McPadden, William Joseph
Easton, Conn.
J McPherson, Edward James
Chicago, Ill.
S McVicar, Dwight Morgan
Bedford, N.Y.
S Madsen, Stephen Stewart
Novelty, Ohio
S Mahoney, Patrick Jeremy
White Plains, N.Y.
S Malick, John David
Monroeville, Pa.
L Malo, John Francis, Jr.
Englewood, Colo.
L Mapp, Ralph Edward
Atlanta, Ga.
J Maroney, Walter Leo, Jr.
Andover, Mass.
U Marshall, Jeffrey Warren
Greenwich, Conn.

S Marshman, David McGill
Darien, Conn.

L Martinez, Roberto
Miami Shores, Fla.

U Mason, William King
North Royalton, Ohio

S Matthei, Warren Douglas
Kettering, Ohio

J Mayock, James Robert
Bluffton, Ind.

S Mesereau, Thomas Arthur, Jr.
Englewood, N.J.

L Meserole, Gregg Reinholt
Burlington, Vermont

S Meserole, Jere Schenck, Jr.
Burlington, Vermont

L Mesrobian, John Luhrs
Hinsdale, Ill.

S Mesrobian, Robert Bennett
Hinsdale, Ill.

U Michals, Jonathan Bruce
Waban, Mass.

J Mickle, Peter Wilson
New York, N.Y.

J Miller, Langdon LeForrest
Hyattsville, Md.

S Miller, Winlock William
Seattle, Wash.

U Miner, Henry Adam
Englewood, Colo.

L Miner, John Stevens
Andover, Mass.

U Minor, Alfred Nathaniel
Richmond, Va.

U Misztal, John
Cleveland, Ohio

U Mondano, Frank
Chelsea, Mass.

U Montgomery, Robert Cornelius, III
New Canaan, Conn.

J Montgomery, Robert Langford, 3d
Newport Beach, Calif.

L Mook, William Theodore
Greenwich, Conn.

L Moon, John Paul Colin
Westbury, N.Y.

S Mooney, Timothy John
Devon, Pa.

J Moore, Philip Earl
Killduff, Iowa

L Moore, Todd Somers
Tacoma, Wash.

S Morey, John Hope, Jr.
Frostburg, Md.

U Morris, John Waymon
Charlotte, N.C.

L Morris, Kenneth Wayne
Oakland, Calif.

L Moses, Richard Cantrell, Jr.
New York, N.Y.

U Moss, John Hugh
Garrison, N.Y.

U Moss, Peyton Howard, Jr.
Tuxedo Park, N.Y.

L Mott, Garret, III
Wilton, Conn.

S Motte, Warren Francis, Jr.
Walpole, N.H.

U Mueller, George Lester
Hollywood, Fla.

J Muldrow, Michael Le-Mon
Richmond Hgts., Mo.

J Mullen, Lawrence John
Wakefield, Mass.

S Mulvaney, Kenneth Paul
Milton, Mass.

J Murdoch, Geoffrey Howard
Sausalito, Calif.

S Murphy, Howard Charles
Melrose, Mass.

S Murphy, James B., II
New York, N.Y.

S Murphy, James Clarke, III
Ruxton, Md.

L Murphy, Warren Lawrence
San Francisco, Calif.

L Murray, John Reese, III
Birmingham, Ala.

L Murray, William McGaffee, Jr.
Norman, Okla.

N

J Nath, Joseph William
Pittsburgh, Pa.

S Nelson, Dirk Brunius Bartlett
Greenwich, Conn.

L Neville, Timothy David
Salt Lake City, Utah

S Newburger, Frank Lieberman, III
Rydal, Pa.

U Newman, Owen Skelton
Bloomfield Hills, Mich.

L Nims, Cameron Henderson
Miami, Fla.

L Noonan, Karl David
Macungie, Pa.

U Nordeen, Craig William
Davenport, Iowa

S Nowara, Andreas Alexander
Canton, Ohio
S Nuckolls, Richard James
Chapel Hill, N.C.
L Nuttall, Leonard John, V
Manchester, Mass.
S Nuzzolo, John Eugene, III
Everett, Mass.

O

L Oakes, David Thomas
Middleboro, Mass.
L O'Brien, Kevin Edward
Melrose, Mass.
J O'Connor, Francis Patrick
Oklahoma City, Okla.
S O'Donnell, Robert Todd
Westfield, Mass.
S O'Herlihy, Gavan John
Dublin, Ireland
J Olivier, Robert Jarvis
Andover, Mass.
L Olivier, Thomas Tynes
Andover, Mass.
S Oller, Arthur Greenleaf
Annandale, Va.
S Olney, Peter Butler, III
Andover, Mass.
J Olson, Andrew Holgate
Glen Ridge, N.J.
L Olson, Douglas Donald
Colorado Springs, Colo.
L Ose, Lester Ellwood, Jr.
Eldora, Iowa

P

L Page, Scott Sevenman
Hillsborough, Calif.
L Pangburn, William Jameson
Amarillo, Tex.
S Parcells, Steven Jay
Grosse Pointe, Mich.
J Pardovich, Thomas Joseph
Andover, Mass.
S Patton, Charles Riley
Asheville, N.C.
L Pearson, John Michael
Wayzata, Minn.
S Peck, Hubert Raymond, III
Radnor, Pa.
L Pelletier, Stephen Dominque
Andover, Mass.
U Penniman, Peter Whitelock
Pleasantville, N.Y.
L Pepin, Frederic Victor
Dracut, Mass.
S Perdue, David King
Port Washington, N.Y.
L Perkins, Charles, III
West Bridgewater, Mass.
U Perkins, Romerio Dorianzo
Tallahassee, Fla.
J Perry, David Francis
Wellesley Hills, Mass.
J Perry, Russell Keith
Bloomington, Ind.
S Peters, Daniel Stott
Chestnut Hill, Mass.
U Peters, Frederick Warburg
New York, N.Y.
S Peterson, Harries-Clichy, Jr.
Los Altos Hills, Calif.
J Petzold, Raymond Walter
Andover, Mass.
S Pfeifle, Harold Franklin
Kingfield, Me.
S Pfeifle, Louis Charles
Kingfield, Me.
U Phillips, Jonathan Owen
Oxford, Ga.
U Pieters, Albert Stephen
Andover, Mass.
S Plummer, David Leighton
Charlotte, N.C.
L Poole, Robert Charles
Camden, Ark.
L Post, James Douglas
McLean, Va.
S Powelson, Stephen Williams
Paris, France
J Pratt, Edward Martin
Hingham, Mass.
L Pratt, George Woodman, III
Wayland, Mass.
L Prelinger, Richard
New Haven, Conn.
S Preston, Ronald Philip
North Andover, Mass.
J Pruden, William Heston, III
Ho-Ho-Kus, N.J.
S Pugh, George Arthur, II
Youngstown, Ohio
L Puzak, Frederick Nicholas
Minneapolis, Minn.

Q

U Quinby, James Leighton
Greenwich, Conn.
L Quinlan, Mark
Jaffrey, N.H.

R

J Rafferty, Brian
West Hartford, Conn.
L Rafferty, Pierce
West Hartford, Conn.
J Ralston, Joseph Frederick, Jr.
Fayetteville, Tenn.
L Ramey, Allan Anthony, Jr.
Lawrence, Mass.
J Ramsay, Alastair George Lionel
Birmingham, Ala.
S Randazzo, Richard Lee
North Andover, Mass.
J Rawson, Thomas Henry
Riverside, Conn.
S Raymond, Andrew Joseph
Trenton, N.J.
U Read, Dale Thomas
Cleveland, Ohio
S Reddersen, Brad Rawson
Glenview, Ill.
L Reding, Charles Andrew
Malone, N.Y.
L Rees, William Bridgman
Andover, Mass.
J Regan, Edward Paul
Dracut, Mass.
J Remis, Richard Alan
Swampscott, Mass.
U Remmel, Harmon Lawrence
New York, N.Y.
S Renvyle, Rodney Christian
Johnstown, N.Y.
U Revord, Paul David
Omaha, Neb.
S Reynolds, Robert MacAlpine
Princeton, N.J.
J Richardson, Douglas Scott
Dover, N.H.
L Richardson, George Oliver, III
Darien, Conn.
S Richardson, Harold Leonard, III
Ross, Calif.
L Rickey, Stuart Ross
East Chatham, N.Y.
J Reiger, John Hackett
Los Gatos, Calif.
U Riggs, Henry Lawrason
Winchester, Mass.
S Riley, John Cunningham
West Point, N.Y.
U Ristuccia, Matthew Paul
Andover, Mass.
L Robinson, Darryl Artis
New York, N.Y.
U Robinson, Frederick James, III
Grosse Pointe Farms, Mich.
U Rockwell, David Warren
Panama City, Panama
U Rogers, James Franklin
Easton, Pa.
L Rohrer, Jon Warren
Christiana, Pa.
L Roll, David Frederick
Fayetteville, N.Y.
S Rollings, Bradley Kelley
Tucson, Ariz.
U Rollings, Donald Bacon
Tucson, Ariz.
S Romano, Anthony, II
Livingston, N.J.
U Rose, Richard Suydam
Lock Haven, Pa.
U Rosenzweig, Jeffrey Marx
Hot Springs, Ark.
U Ross, David Lee
Durham, N.C.
J Ross, Glenn Stephenson
Alger, Algerie
U Roth, William Hartley
Sidney, Ohio
S Roversi, Robert Goodwin
Andover, Mass.
L Royce, Harrison Schuyler, III
Andover, Mass.
U Rubel, William Duncan
Washington, D.C.
L Rueter, Matthew Cushing
Manchester, Mass.
U Russo, John Joseph, II
Los Angeles, Calif.
L Rutherford, Andrew Little
Waterville, N.Y.
J Rutherford, Edward Stevens
New Canaan, Conn.
U Rutherford, George Little, III
Waterville, N.Y.
S Rutherford, Richard Woodson
New Canaan, Conn.
J Ryder, Neil Philip
Miami, Fla.
U Rynne, Elmer Paul, Jr.
Lowell, Mass.

S

S	St. Lawrence, Christopher Peter	Suffern, N.Y.
S	Sabl, John Jeral	Los Angeles, Calif.
L	Sachs, Peter Nathan	Rochester, N.Y.
U	Sagaser, David D.	Andover, Mass.
L	Salisbury, Johnson Alexander	Charlotte, N.C.
U	Samp, Richard Abbott	Cambridge, Mass.
U	Samsel, Peter Warren	Pittsfield, Mass.
L	Samson, David	Princeton, N.J.
S	Samson, Peter	Princeton, N.J.
U	Samuels, Stephen Lee	Paragould, Ark.
S	Sanford, Richard Frederick	Woodstock, Vt.
S	Santucci, Philip Peter	Wellesley, Mass.
J	Sartorelli, Richard William	Chelsea, Mass.
S	Sauer, Jonathan Christian	Washington Court House, Ohio
U	Sawabini, Frederick Lack	Burlington, Vt.
L	Schaff, Charles Booth, Jr.	Youngstown, Ohio
L	Schatz, George Edward	Pittsburgh, Pa.
U	Scheer, Albert Edward, IV	Williamstown, Mass.
J	Scherr, Alexander Wand	Williamstown, Mass.
S	Schink, William Bennett	River Forest, Ill.
J	Schlumberger, Charles Lewis	Menard, Tex.
U	Schmertzler, Michael	Lexington, Mass.
L	Schmitz, John William	Miami Beach, Fla.
L	Schneider, Ronald Joseph	Dallas, Iowa
U	Seaver, Brigham Robert	Cooperstown, N.Y.
S	Sedgwick, David Williams	New York, N.Y.
L	Seero, Dana John	Andover, Mass.
U	Selby, Norman Cannan	New York, N.Y.
U	Senft, Stephen Lamont	Providence, R.I.
U	Shangold, Gary Alan	Perth Amboy, N.J.
S	Shannon, James Michael	Lawrence, Mass.
U	Shea, James Lindsay	Baltimore, Md.
U	Sheeline, Christopher White	Huntington, N.Y.
U	Sheffield, John Charles	Detroit, Mich.
L	Sherrill, Stephen Carter	New York, N.Y.
U	Sherwood, Robert Breckenridge, Jr.	Branford, Conn.
S	Sherwood, Robert Kilpatrick, Jr.	Washington, D.C.
U	Short, David Hosley	Cohasset, Mass.
U	Shulman, Michael Thomson	New York, N.Y.
U	Sibal, John Woodruff	Norwalk, Conn.
L	Siegal, Thomas Jay	Scarsdale, N.Y.
U	Sikand, Vijaya Kumar	Princeton, N.J.
J	Simonds, Joel Henry	Andover, Mass.
S	Singleton, Kimberley Philip	Amherst, Mass.
U	Skib, Robert Alan	Elmira, N.Y.
U	Skinner, David John	Convent Station, N.J.
S	Smith, Charles Browning	Ogden, Utah
S	Smith, Charles Christopher	Amherst, Mass.
U	Smith, Frederick Hewitt	Burlington, Vt.
S	Smith, Gary Dean	Menlo Park, Calif.
J	Smith, Henry Brooks	New York, N.Y.
S	Smith, Jeremiah Elijah	LaGrange, Ga.
S	Smith, Lawrence Eugene	Wichita Falls, Tex.
U	Smith, Levi Pease, III	Burlington, Vt.
L	Smith, Lincoln	Cohasset, Mass.
U	Smith, Timothy Dunham	Wilton, Conn.

U Smith, Timothy Meckley
Old Greenwich, Conn.
S Smolik, Robert Jose
Lusaka, Zambia
U Smyke, Edward John, Jr.
Decatur, Ga.
S Snelling, Mark Horner
Shelburne, Vt.
L Snow, Christopher Forrest
West Scarborough, Me.
U Sorota, Peter Alan
Andover, Mass.
J Soule, Robert Ragle
Andover, Mass.
S Sperry, Leonard Thomas
Ramsey, N.J.
S Spitz, William Taylor
New York, N.Y.
L Spruel, James, Jr.
Baton Rouge, La.
J Spurgeon, Richard Cruthers, II
Philadelphia, Pa.
U Stapleton, Ethan Carroll
Little Compton, R.I.
U Stearns, Robert Breuer
Harrison, N.Y.
L Steinberg, James Braidy
Brockton, Mass.
S Steinert, Roger Francis
Andover, Mass.
U Steinway, Henry Engelhard
New York, N.Y.
S Stern, Sidney Joseph, III
Greensboro, N.C.
L Sternberg, Paul, Jr.
Glencoe, Ill.
J Stevens, David
Suffern, N.Y.
S Stevens, Mark Whitney
Washington, D.C.
J Stevens, Timothy Herschal
Easthampton, Mass.
L Stevenson, Malcolm Harrison
Lake Forest, Ill.
U Stewart, Bruce Norman
Huntington, N.Y.
S Stewart, Elliott Lewis
Crawfordsville, Ind.
U Stewart, Leonard Cassell
Augusta, Ga.
S Stewart, Richard Warren
Maquoketa, Iowa
L Stimson, David Grow
South Dartmouth, Mass.
L Stocks, William Franklin
Dixon, Wyo.
U Stone, Harold Andrew
Pittsburgh, Pa.
U Stover, James Walter
Lincoln, Neb.
S Strauss, John Ansel
Scarsdale, N.Y.
J Strausz, Steven Alva
Pullman, Wash.
S Strebeigh, Waring Marshall
Nonquitt, Mass.
U Sullivan, James Thomas
Malden, Mass.
J Sullivan, Lawrence Charles
Pasadena, Calif.
S Sullivan, Stephen Matthew
Andover, Mass.
S Swain, Thomas Donald
Reading, Mass.
U Swanson, Mark Douglas
Red Oak, Iowa
U Swarbrick, Thomas Wilbur
Lawrence, Mass.
U Sweet, Mitchell Louis
Winthrop, Mass.
L Sylvester, Philip Miller
Granville, Ohio
L Symosek, Peter Francis
Andover, Mass.
J Sze, Gordon K.T.
New York, N.Y.

T

L Tacconi, Jeffrey Richard
Ballardvale, Mass.
S Tammen, John George, Jr.
Newark, Ohio
S Tansey, Charles Dennis
San Jose, Calif.
L Tansey, Joel Gerard
San Jose, Calif.
S Tasch, Edward Bennett
Stamford, Conn.
L Tavares, Juan Tomas
Jamaica, N.Y.
S Tavares, Manuel Enrique, Jr.
Santo Domingo, Dominican Republic
J Taylor, Charles Starling
New Haven, Conn.
S Taylor, Stephen Emlyn
New Haven, Conn.
U Taylor, Waller, III
San Marino, Calif.

L Tessier, Paul Roger
Falmouth, Mass.
S Thomas, Evan Welling, III
Huntington, N.Y.
U Thompkins, Samuel Dennis
Amityville, N.Y.
U Thompson, Charles Ross
Granite Falls, Minn.
U Thorndike, Theodore Baker
Chestnut Hill, Mass.
U Thornton, James Scott
Sewickley, Pa.
U Thornton, John Rains
Sewickley, Pa.
L Threadgold, Giles Kevin
Newtonville, Mass.
U Thurber, Steven Anderson
Nashua, N.H.
J Thurman, Andrew Edward
Charlottesville, Va.
S Tibbetts, David Allen
Haverhill, Mass.
L Tibbetts, Peter Joseph
Gardiner, Me.
S Tittmann, Paul Taylor
Berkeley, Calif.
L Todd, Benjamin Harris, III
Bowling Green, Ky.
U Toutellotte, Gary Howard
Danielson, Conn.
U Tow, Christopher Yat
Providence, R.I.
U Townsend, Rhys Frederick
Buffalo, N.Y.
L Tracy, Harry Mercer
West Newton, Mass.
S Trager, Barry Marshall
Bangor, Me.
U Treadwell, Thomas Leigh
Lowell, Mass.
J Trebino, Frederick Peter
Lawrence, Mass.
U Triche, Emile Maurice
Chicago, Ill.
S Truelove, John Martin
Norwell, Mass.
S Tucker, Bruen Watkins
Pass Christian, Miss.
J Tucker, Jonathan Brin
Belmont, Mass.
S Tuttle, Arthur Farwell, III
Monson, Mass.
U Tweedy, Richard Burr, Jr.
Darien, Conn.
U Twombly, Henry Gilmer
Summit, N.J.
L Twombly, Stephen Doane
Short Hills, N.J.

U

S Uhl, Lawrence Edward
Padroni, Colo.
U Upton, Bernard Ray
Germantown, Ohio
U Upton, Bradley Canfield
Oak Ridge, Tenn.
L Ury, William Langer
San Francisco, Calif.

V

U Van der Horst, Charles Michael
Olean, N.Y.
S van Oss, Alexander
Wellington, New Zealand
U Vine, Stephen Michael
Princeton, N.J.
S Volker, James Robert
Andover, Mass.
J von Schlegell, John Evans
Aurora, Ill.

W

S Wagner, John, Jr.
East Lansing, Mich.
L Wagner, Robin
East Lansing, Mich.
S Wagoner, Bradford Allan
West Hartford, Conn.
U Wake, James Albert
Niagara Falls, N.Y.
S Walker, Frederick Burgess, II
Needham, Mass.
S Wall, James Edward, Jr.
Durham, N.C.
L Walworth, Seth
New Canaan, Conn.
L Ward, Donald Eugene
Kansas City, Mo.

U Warden, Thomas Alan
Fort Worth, Tex.

L Warren, Ethan Lyman
Housatonic, Mass.

S Washington, Willie James
Birmingham, Ala.

L Waterman, Frederick Waters, IV
Wianno, Mass.

U Watkins, Frank Thomas, III
Groton, Conn.

S Watson, Andrew Blanchard
San Francisco, Calif.

U Watson, Edward Bunge
Litchfield, Conn.

U Wattles, Thomas George
Rockford, Ill.

S Weil, Robert Schoenhof, II
Montgomery, Ala.

U Weinberg, Donald Paul
Newton Centre, Mass.

L Weiner, Stephen Brooks
Andover, Mass.

J Westberg, Douglas James
Portland, Ore.

S Weston, Craig Douglas
Detroit, Mich.

J Wetmore, Winston Bradford
Bloomington, Ind.

U Wexler, Andrew Mark
Leominster, Mass.

S White, Stephen Eliot
Chestnut Hill, Mass.

U Wierenga, Robert Harmon
Tustin, Calif.

U Willand, Charles Allen
Andover, Mass.

S Willens, Howard Joseph
Bayside, N.Y.

L Williams, Andrew Hamilton
Springfield, Mass.

S Williams, Carl Hitchcock
Seattle, Wash.

L Williams, Charles Cornelius
Detroit, Mich.

S Williams, Charles Gallup, II
Fairfield, Conn

U Williams, Peter Harold
San Francisco, Calif.

S Willis, Robert Blair
Manset, Me.

S Wilson, Blake Weldon
Washington, D.C.

S Wilson, Charles Lander
London, England

J Wilson, David Cowles
New York, N.Y.

L Wilson Philip Joseph, II
Kirksville, Mo.

U Wingerd, Frederic Noble
Wallingford, Conn

S Winship, Nathaniel Hayford
Peshawar, Pakistan

U Winslow, Kenelm Edward
Wallingford, Conn.

L Winters, Paul Richard
Andover, Mass.

L Winton, David Judson, II
Wayzata, Minn.

U Wise, Peter George
Long Beach, Calif.

L Wolfe, Douglas Earl
Riverside, Conn.

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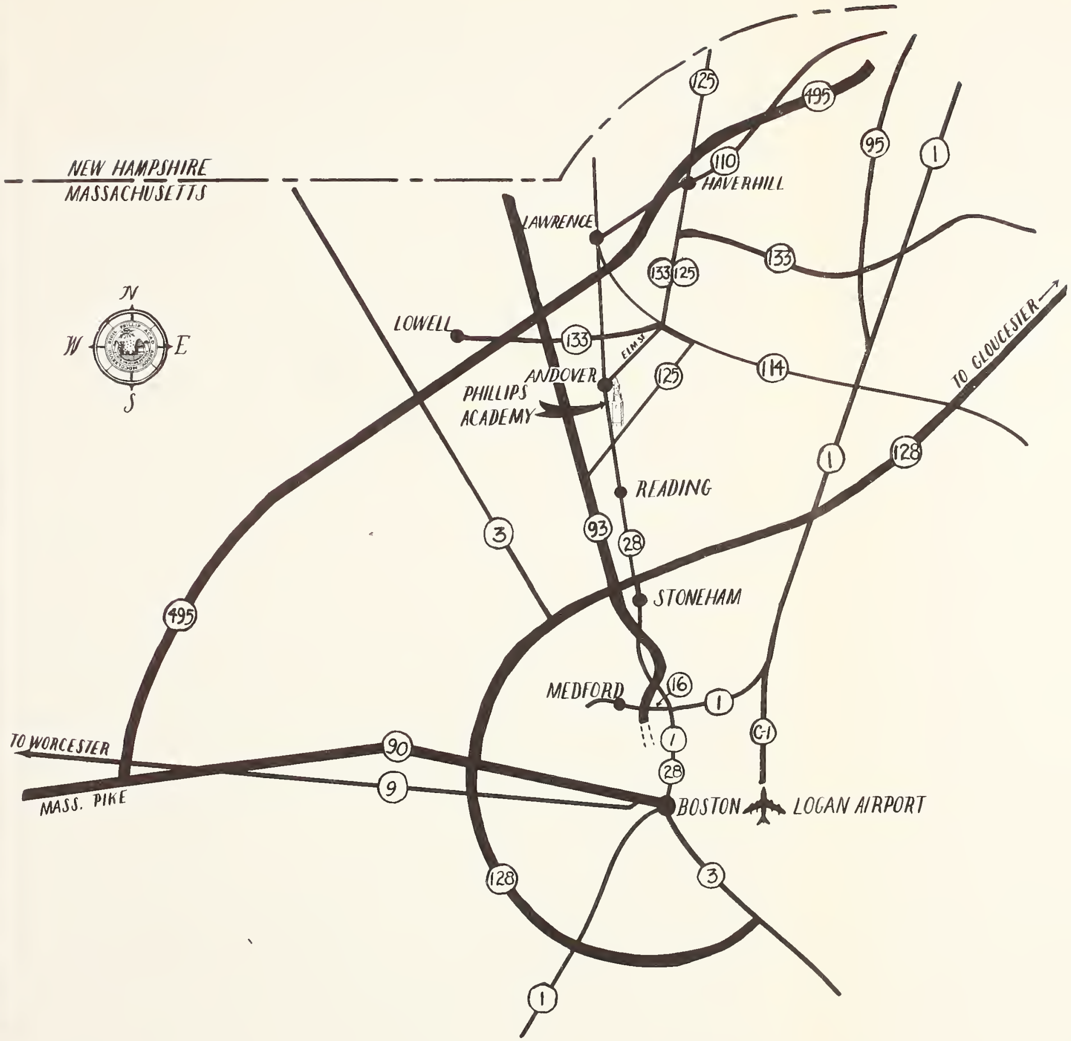
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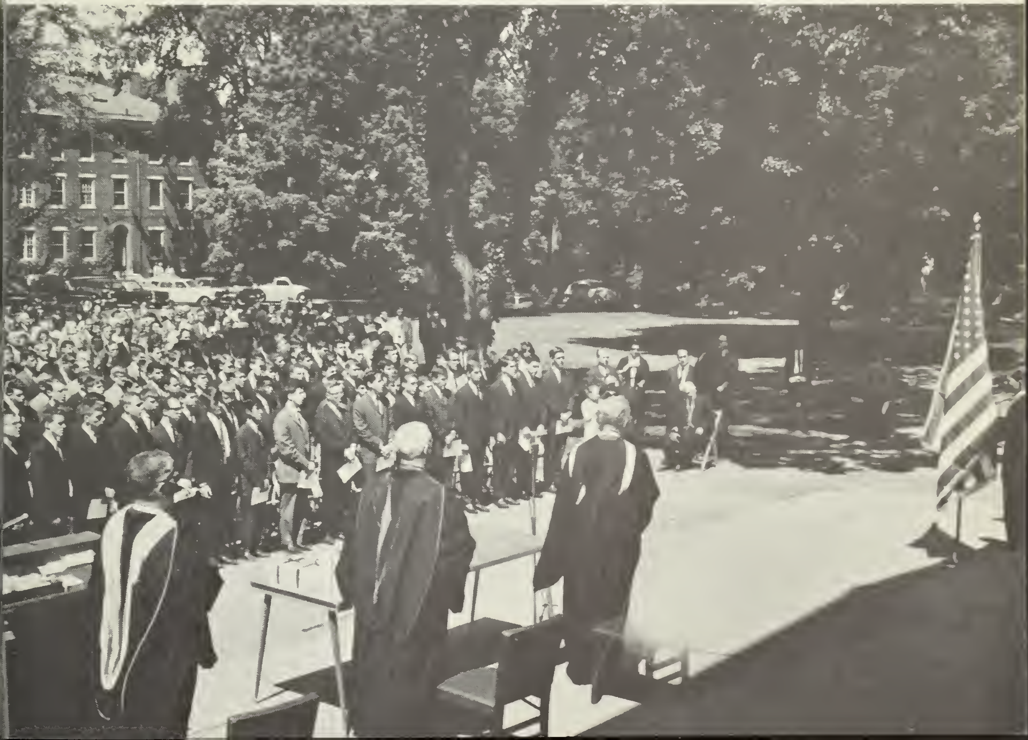

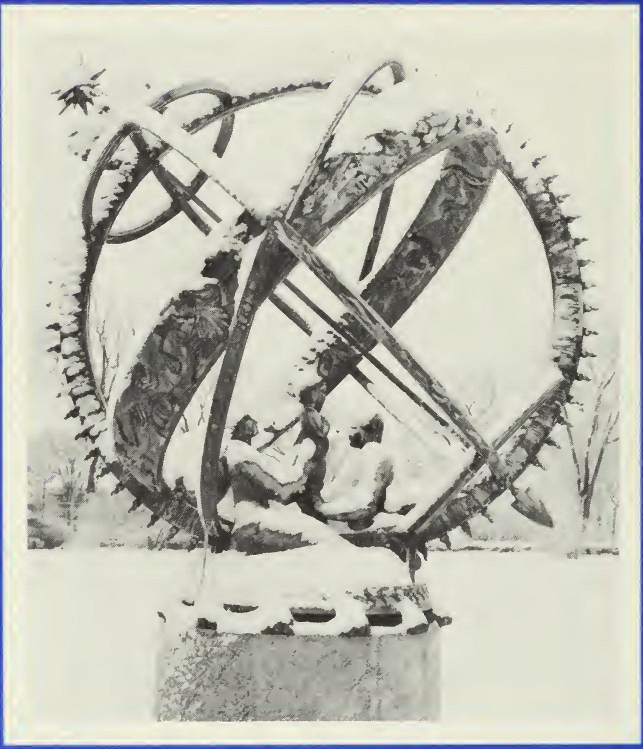

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